THE SOUTHERN ASSOCIATION QUARTERLY

★

IN THIS ISSUE

Program for Forty-second Annual Meeting, March 28 to April 1, 1938

Symposium: Purposes, Procedures, and Trends of the Associations of Colleges and Secondary Schools

A Sketch of the Nashville High School

Builders of the Southern Association

In Memoriam

New Personnel

★

VOL. II FEBRUARY, 1938 NO. 1

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

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Dean, School of Education, Louisiana State University

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EDITOR

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EDITORIAL COMMITTEE

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THE SOUTHERN ASSOCIATION QUARTERLY is published in February, May, August, and November, for the Southern Association of Colleges and Secondary Schools by the Duke University Press, Durham, N. C. As the official organ of the Association, it contains the proceedings of the annual meeting, together with much additional material directly related to the work of the Association.

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Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, the Southern Association Quarterly, shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the last annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president, and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommend as to the character of the four issues and make appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

Volume II February, 1938 Number 1

Editorial Notes

No Index for the 1937 Quarterly

No index will be issued for the 1937 QUARTERLY, Volume I. The table of contents for each number will probably serve the purposes of those having occasion to refer to Volume I. For convenience in reference, however, we are here listing pages upon which these tables of contents are found in that volume: page 1 for the proceedings number issued February, 1937; page 155 for the May number giving the addresses delivered before the Richmond meeting; page 279 for the curriculum number issued in August; and page 329 for the historical number issued in November. Since there seems to be quite a demand from libraries for an annual index, it is now planned for the November, 1938 issue to carry an index for the current year.

On to Dallas, March 28-April 1, 1938

The program of the forty-second annual meeting of the Southern Association to be held in Dallas, Texas, March 31 to April 1, 1938, preceded by the meetings of the three commissions March 28 to 30, is printed in full on pages 13 to 23 of this issue of the QUARTERLY. It is, therefore, unnecessary to mail individual copies of the program to member institutions; but there will be plenty of reprint copies available in Dallas. Furthermore, any members desiring reprints of the program can obtain them free of charge by writing before March 24 to Dr. Shelton Phelps, Secretary of the Southern Association, Winthrop College, Rock Hill, South Carolina.

New Departments in the Quarterly

The article by Principal C. T. Kirkpatrick on pages 84 to 90 in this issue is carried over from the historical number issued in November. Since it is probable that the QUARTERLY will not have an entire number devoted to history this year, it is desired to carry a "Historical Section" as often as space will permit. See note proceeding Mr. Kirkpatrick's article.

"Builders of the Southern Association," pages 47 to 83 in this issue, starts a department that met with unexpectedly cordial response from member institutions, as witnessed by the number of pages devoted to the feature. The administrators of other institutions wrote expressing regret that other duties prevented them from getting their material in in time for publication. The editor hopes that before the August issue, or certainly the November issue, of this year it will be possible for every member institution to send a

list of those who have served in the institution as many as *twenty-five** years. The teacher or administrator who has served in one institution a long period of time frequently does not have the contacts and therefore the acquaintanceship, or "notoriety" if you please, of his colleagues who wander from place to place. Yet it is literally true that some able men fritter away their lives in a series of promotions. They never move to a new position that does not pay a better salary and offer a larger title than the one they left; and yet, when the chapter is finished, it is hard to find any lasting impression that they have made anywhere. Their less advertised colleagues or one-time colleagues who "matriculate for life" shape their institutions and make contributions through the very continuity and unity of their service. One of the tragedies of the educational situation in the South is that so many of our secondary schools and some even of our colleges pay salaries too low to obtain the continuous services which some of their more loyal workers would be only too glad to give. While we are searching for new criteria for good educational institutions, one interesting criterion might be the number of teachers the institution has been able to hold over a period of years. The holding power of an institution over its faculty may be as important an element as its holding power over its students.

"In Memoriam," pages 24 to 29, is contemplated as an annual feature of the QUARTERLY. It should probably be published in the program number issued each year; and it should be a point of honor with every institution to report its deceased employees for this tribute of respect.

"New Personnel," pages 91 to 120, is a department that the QUARTERLY desires to carry. This type of news of member institutions carries a great deal of interest, is easily reported by the institution, and is easily handled by the clerical help in the editorial office. But the department may prove too space-consuming in proportion to its value. Perhaps it may be feasible to reduce the length of the list by such devices as not including any employee who receives less than a certain salary, and by not including employees until the beginning of their second year of service, or by some other relatively simple expedient. Neither the institution concerned nor the QUARTERLY would care to emphasize a rapidly changing personnel. Any comments as to the handling of this department will be gratefully received by the editor.

The Symposium on Associations of Colleges and Secondary Schools

The symposium on the purposes, procedures, and trends of the associations of colleges and secondary schools, pages 30 to 46, was suggested by President Ives of the Southern Association. It seems especially timely in

* It will be observed that this limit will include many faculty members not included in the *thirty-year* classification of this issue. All member institutions are invited to report.—EDITOR.

view of the study now being made of standards and in view of the discussion that has increased in volume within the past twenty years, not only in the Southern Association but in every section of the country. Are the associations of colleges and schools, and should they be, primarily or largely accrediting and standardizing agencies?

Historically the older associations were intended to set up standards and carry them through. The founders were men who felt the need of some coöperative agency that could agree upon standards and enforce them. The problem arose in the very nature of the American educational system. It sprang particularly from two generally accepted theories: one the theory of local control of education, and the other the theory of the "American educational ladder." The theory of local control of education meant that not only we had no authoritative national department of education but did not want one. We carried this further and were for a long time skeptical of even an authoritative state department of education within our several states. Local communities were free to develop their own schools in their own way. They could even determine the length of terms and the number of grades to be taught. Individual teachers in the schools were free to determine the length of class periods and the number of recitations per week. Mathematics might be taught for an hour daily five days a week while history would be taught for twenty or thirty minutes only three times a week. A teacher might also teach as many classes as the school board could induce him to undertake. In the rural districts a single teacher might conduct recitations for the seven grades of the common school and then at odd times during the day give tutorial assistance to two or three ambitious lads preparing for college. Incidentally, some of these lads proved to be adequately prepared.

The theory of the "American educational ladder," on the other hand, which was well-accepted by the middle 1890's, meant that every grade and class from the beginners' class in the primary school through graduate and professional schools of the university prepared for the next higher class. The patrons of schools demanded with increasing vigor that their common school prepare for the nearest secondary school or any other secondary school their children might care to attend. They demanded that their high school or academy prepare for the the nearest college or any other college within a reasonable radius. Since this theory of the educational ladder assumed that all secondary schools prepared for college, almost every college in the Southern area, as well as the colleges in other areas of the United States, had by 1895 its own accredited list of secondary schools. These lists for the better institutions were based upon the experience of the institution in admitting students from different high schools. They might be based in part also upon the lists of neighboring institutions whose judgment the institution was willing to trust. They might be based in part upon

criteria devised by the institution itself as to the caliber of the teachers in charge of the high school; for example, when a favored alumnus became principal of a high school not theretofore on the list of the college, he might promptly get his school approved by his alma mater. On the other hand, motives of mere competition between colleges tended to expand the approved lists of schools whose graduates could enter college without examination. In this condition of affairs the colleges suffered because of the multiplicity of standards represented on their approved lists; and the better institutions attempted, each in its own way, to fix some minimum requirements to take care of its own situation. The secondary schools suffered because there was lack of uniformity in the requirements among the colleges. Relief from this chaos was sought in the organization of the Southern and similar associations.

The Southern Association was founded primarily to give relief to the colleges. The colleges took the initiative in gathering sympathetic school men together in conference to "improve" the character of secondary education. The secondary men who were interested were almost entirely private preparatory school men interested in meeting the requirements of the colleges. They early realized the advertising value of letting prospective patrons know that their students did not have to stand entrance examinations to enter the best colleges within the area. Within ten or fifteen years membership in the Association became so valuable to private secondary schools that they eagerly sought it. The public schools were slower in recognizing the advantages of membership, but after about fifteen years they began to realize the possibility of inducing communities to vote additional taxes for support of high schools on the basis that by so doing the communities could have their schools recognized by the Association and assure their high school graduates of entrance into college on the basis of the diplomas issued by the local schools. The Commission on Secondary Schools was organized in 1912 with the definite purpose of increasing the number of accredited high schools. There was almost a crusade to explain standards of the Association and induce schools to meet them. Five years later the Commission on Institutions of Higher Education was organized, and the standards for higher institutions were made more definite with the result that there was the same sort of stampede into membership in the Association on the part of higher institutions that had started four or five years before among the secondary schools. State departments of education had meantime organized a drive toward standardization and had frankly used the Southern Association work as a model, besides appealing to the authority of the Association to assist in their programs. The supervisors of secondary education were officially recognized in the organization of the Commission on Secondary Schools: in their own states they might have various classifications of partially "accredited," or "recognized," or "certified" schools; but their highest classi-

fications coincided with Southern Association membership. Some state departments went on to enforce standards for higher institutions. These standards also followed the pattern of Southern Association standards. One of the most interesting features about the whole development was the absence, except in very general terms, of effective protests from advocates of local self-government who in all the Southern area had formerly fought so desperately to keep the chaotic control of their local schools. It seems probable that the average citizen and even the average political leader were so firmly convinced of the theory of the "American educational ladder" that they felt a necessity for having some authority define what a "good school" and a "good college" were : if this mysterious Southern Association, which he knew was not controlled by his local politicians or the politicians of some rival community, would give definitions that other schools and other colleges could meet, his school and his college could meet them too. The success of purely voluntary associations in defining and asserting standards is the clearest evidence that the man-in-the-street felt the need for the work that they did. The fact that the associations have been able to continue to assert their authority is evidence that the man-in-the-street feels that they have done an honest job.

On the other hand, the honesty of the associations is nowhere more clearly shown than in the fact that having assumed and been accorded by almost unanimous consent really astonishing authority through their work of standardization they have questioned the basis of this power more seriously than have outsiders. When the problem arose four or five years ago of revising the constitution of the Southern Association, it was frankly admitted by all who participated in the discussion that the real work of the Association was done in the commissions, and that the meetings of the Association were almost entirely ratification meetings and meetings to hear addresses and chat with friends in lobbies and hotel dining rooms, according to the time-honored fashion of American conventions and congresses. Over and over again statements were heard to the effect that the Association had gone too far with standardization, that new standards were needed, that the Association needed new means of enforcing them, that the whole theory of standardization was obsolete and tyrannical, that this group or that group was too dominant in the making and enforcing of standards, etc. The Southern Association was not peculiar in this ferment over standardization. Similar associations over the country were having the same difficulty, and the six regional associations were preparing for the Coöperative Study of Secondary School Standards. The North Central Association was attempting to devise "qualitative" standards based upon a "pattern" of varying excellencies and treated according to the "percentile" standings of a higher institution rather than comparison with minimum objective standards. The Commission on Institutions of Higher Education of the Southern Asso-

ciation itself was experimenting with the plan, as one of our influential members has expressed it, of "collecting tons and tons of examinations papers from member institutions and trying to find two professors in two other colleges who might agree on the weight to be attached to the output."

It will readily be seen that the questions as to how far the associations should continue their work of standardization and what kind of standards they should use are more fundamental than any report that the Coöperative Study of Secondary School Standards can make or be expected to make. President Ives' idea, therefore, that the fundamental problems involved be brought into the open on the eve of the annual meeting seemed especially happy. It also seemed to be a good plan to select the persons asked to contribute on the basis of some official position held or recently held in their association rather than to ask others who had actively engaged in controversy on the subject. The officials of the associations would normally be persons who, however much they might have taken part in the discussions, had not been so extreme as to render themselves obnoxious to their association membership. Furthermore, even though assured that their personal views were wanted instead of any official expressions from their associations, they would normally express themselves with a minimum of such emotion as might prevent their ideas from obtaining a hearing. And finally, of course, they would be persons who had had the responsibility of dealing with the problems involved practically as well as theoretically. In order to give them a starting point for a discussion, the editor sent each person who was invited to contribute the following circular of suggestions. It will be observed that the note "Do not limit your article to these suggestions; use or ignore any or all," was prominently inserted at the top of the circular.

SUGGESTIONS AS TO THE SYMPOSIUM ON PURPOSES, PROCEDURES, AND TRENDS OF THE ASSOCIATIONS OF COLLEGES AND SECONDARY SCHOOLS

(*Do not limit your article to these suggestions.* Use or ignore any or all.)

1. What do you consider weaknesses in the present method of your Association's recognizing, whether you call it "accrediting" or what not, institutions of higher education? What suggestions can you make for improving these methods and procedures? What trends other than the suggestions you would make are evident in your own Association at the present time? Would you recommend that your Association give up the attempt to try to indicate qualitative differences among institutions and simply indicate what are desirable qualities without withholding membership from any institution in your area that chooses to affiliate?

2. What are the present weaknesses in the method of your Association in recognizing, or "accrediting," secondary schools? What suggestions can you make for improving these methods and procedures? What trends other than the suggestions you would make are evident in your own Association at the present time? Would you recommend that your Association give up the attempt to try to indicate qualitative differences among schools and simply indicate what are desirable qualities, without withholding membership from any institution in your area that chooses to affiliate? Do you believe the time has come for the colleges and universities to

cease accepting students on certificate from secondary schools and admit by entrance examination only, either set by the institution or by some college examination board? Would this be feasible in your area? Would it be feasible for the colleges to say to the secondary schools: "Prepare your students who wish to enter college as best you can; then let us devise tests to indicate whether you have prepared them *for us*"?

3. If you believe in the present attempt of colleges and secondary schools in various areas to cooperate through Associations in the matter of integrating and articulating the courses of those students who go from secondary school to college, what specific suggestions do you have as to the following points: (a) How may qualitative standards for accreditation be discovered and administered? (b) What primary qualities should be considered? (c) What type of evidence might be used as indication of these qualities?

Without attempting to present any exhaustive argument, the editor would suggest the following propositions, some of which are obviously much more debatable than others:

1. *There is a definite desire on the part of the public for someone to exercise the authority the associations have assumed of defining and indicating a good school and college.* If the associations abandon this standardizing or accrediting function, is there a better agency available or likely to arise?

2. *The basic idea in founding the associations was the idea of better articulation between the parts of the "American educational ladder," and this idea coincides with the desire of parents and public.* Historically, also, secondary schools were first organized to prepare students for college. The first question asked in the average Southern community when a new high school was proposed usually ran thus: "Will it prepare for college?" Sometimes this was undoubtedly due to the desire of influential citizens to prepare their children for college at public expense; but even more it probably expressed the desire of the average man who did not expect to send his child to college but wanted to be able to do so if he or the child decided later that it was desirable. The South has the settled tradition that a child may quit school any time the compulsory attendance laws may permit; but so long as he remains in school or whenever he chooses to return, he is on the way to college entrance and a college degree. Public opinion does not wish a child to have to decide, or his parents for him, when he is nine or ten years of age, as is decided in the European two-class systems of education, that the child has no intention of going to college or into a professional career. We do not even wish him to make much of a decision as early as beginning high school. One difficulty technological high schools have had in the United States has been the suspicion that they were the European two-class system in disguise, intended to shunt the child of the laboring man away from college opportunity. Educators may argue that the high school should consider primarily the large number of boys and girls who would never go to college in building the curriculum; but the citizen who controls the votes and can induce his neighbor to vote likewise for high schools, frankly and deter-

minedly means that those high schools shall prepare for college. A high school principal or superintendent may be ever so defiant of what he calls "college domination," and he may gain a large headline, an editorial in his local paper, and much applause when he chooses to speak against it in his community; but it is a major catastrophe for him if the community finds that his graduates cannot enter college. This situation is due in part to the increasing number of students who desire to go to college and in part to the fact that the more influential parents of the community usually wish their children to go to college; it is also due to the fact that perhaps a major part of the students who do not go to college and their parents with them desire that their high school diploma signify the *right to enter college if they choose.*

3. It is desirable, as all the participants in the discussion admit, that education be a continuous process for those going from secondary school to college. No matter how many curricula a high school may provide for those not going to college, certainly the curriculum provided for those intending to go should be so articulated with college work as to be economical of the student's time. One serious criticism of the present situation arises from the fact that as the "people's university" the high school gives courses covering precisely the same fields that most colleges require in the first two years of college work. This writer is frank to admit that he thinks the colleges are at this point more at fault than are the high schools in planning their curricula: they too often take it for granted that they must do over what they know the high school has already attempted. He is also frank to state that the so-called "general college" movement is for a time at least likely to make the situation worse rather than better: most of the so-called "generalized courses" smatter over much that the better high schools have already taught more intensively. But at any rate, whether the associations of colleges and secondary schools give up their standardizing function in whole or in part, they still have the desirable function of meeting together for planning the unified education of the large and increasing body of secondary students who are planning to go to college.

4. Regardless of tempting curricula that may be planned for students not going to college, the college preparatory course will continue to attract a large group of students who wish to "be prepared" for college in the event they should unexpectedly decide to go.

5. This discussion, like most similar discussions, is influenced by the attitude of mind of the persons engaged. Theoretically there may be those on the one hand who do not care what the rules are so long as they know what they are and can count upon them as fixed; and there may be others so mercurial that they confuse any sort of change with progress, even though they change back and forth with pendulum-like regularity. Fortunately we do not have to deal with these theoretical conservatives and progressives: but between these logical extremes we have many different degrees of those on the one

hand who say "better keep the rules you have found work reasonably well and change only where the shoe pinches," and those who say "we have tried this way for a long time; let us try something else and change again if it does not work." In other words, differences in attitude of mind mean that some who oppose change are not fundamentally opposed to the particular new idea proposed, while some who favor change are not fundamentally in favor of that particular idea. Once the change is made, large numbers of these groups will be found to have shifted position: the "conservatives" will tend to want to keep the change once it is in the rule-book, and the consistent "progressives" will be looking for some new change.

6. *The discussion is complicated by the status of individual institutions.* It resembles the international problem of the "have's" and the "have-not's." An institution that easily meets present standards naturally is better satisfied with them than an institution that does not. *Any* change *may* be worse for the former and better for the latter.

7. *A complication not often mentioned in the discussion but one that will probably come more and more to the front is the desire for objective standards that has characterized this century.* We have been taught to distrust the subjective. To say that a school must have two thousand books, or equipment worth twenty-five thousand dollars, or must pay thirty-six hundred dollars to a head professor, or must have not more than thirty students in a class, or must not permit its instructors to teach more than sixteen hours per week, is stating objective measures that can be applied. The psychological weight of the whole objective measurement movement is really in favor of these standards, however much some may demand to know the scientific basis upon which they were first determined: like questions have in fact been asked and not answered as to the subjective elements in so-called "objective tests," but objectivity is currently accepted as a desirable goal. Thus, it is one thing to agree that what should be tested is the fundamental spirit of the institution. It is another thing to agree upon examiners to whose judgment and fairness we are willing to trust the necessarily subjective application of qualitative standards. Once we obtain genuinely qualitative standards we shall probably find that the controversy has shifted violently to repetition of the well-known arguments exploited in the controversy between the "new-type tests" and the "essay type" of examination; in other words, the problem of "objective measurement versus subjective evaluation."

8. *If qualitative tests can be agreed upon, as well as examiners or "evaluators" whose judgment will be accepted, we may find that qualities are best determined without announcing in advance the criteria for determination.* Once tests are announced, those to be tested begin to cram for the examination. For example, the Ayres spelling list probably indicates quite well the spelling ability of students who have not been drilled upon the list but does not indicate much as to the actual spelling achievement of a bright third grade pupil who has

been highly motivated to memorize the list. One criticism of present standards arises from the fact that schools are motivated to meet the letter of an objective standard and in doing so overlook other things really more important. Will not the same objection apply to any standard that is set forth with sufficient clarity for the examinee to know the facts upon which judgment will be based? May we not possibly be headed toward experimentation with the evaluation of vaguely stated qualities but no specific criteria stated for determining them, provided we can obtain evaluators in whom we have confidence?

9. *One of the most interesting features of the whole controversy as to the articulation of secondary schools and colleges is the prevailing attitude with reference to entrance examinations: the attitude is not necessarily belligerent; it is simply a determined and stolid aversion.* In the heat of debate disputants on both sides talk as if it would be an ideal thing for the secondary school to frame its curriculum without any regard to the college and then let the college devise its own examinations to determine who are prepared for college work. But the same force of public opinion that has supported the standardizing work of the associations is heavily against such a solution. Parents and taxpayers cannot see why if a boy has a high school diploma he cannot go to the college of his choice. If that college does not want him without an examination, he can go just as well to some other. Students, even those with superior rank in high school, are just as positive in their determination not to undergo examinations. The colleges are willing to experiment with entrance examinations for placement of students into sections, but they are more than half-hearted about going any further. Sometimes those who are most positive that the kind of courses they advocate are the best courses are equally positive that no examination can be devised to show the real merits they afford. There is in fact so little sentiment for entrance examinations that it is hard to generate much heat in discussing them. Unless there is a striking shift in public sentiment, we are probably a long way from the possibility of general reliance upon them. John Public believes in articulation, and he understands articulation to mean that the student can begin in college where he left off in high school without much ado about it.

In short this writer would suggest that in spite of the authority accorded the associations of colleges and secondary schools, they are effectively controlled by an all-surrounding "common law" of public opinion. In spite of extreme theories now and then held and expressed, and in spite of occasional rash legislation and the experimental mood in which they sometimes find themselves, the associations cannot go very far beyond what appeals to the thoughtful citizen, the layman, as reasonable and practical. The best the educator can do is to prod the layman into thinking over the matter: the layman will by sheer numbers control the final vote.

FORTY-SECOND ANNUAL MEETING

of the

SOUTHERN ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

To Be Held At

DALLAS, TEXAS

Thursday and Friday
March 31-April 1, 1938

Meeting of the Executive Committee of the
Association, March 28, 29, 30

* * *

Meeting of the Commissions,
March 28, 29, 30

* * *

1895-1938

IN DALLAS AND IN TEXAS

State Fair Park:
$15,000,000 home of Texas Centennial Exposition in 1936 and Pan-American Exposition in 1937. Interesting permanent exhibits free to visitors in the Museum of Fine Arts, Texas Institute of Natural Resources Building, Museum of Natural History and Aquarium. The magnificent State of Texas Building, the Cotton Bowl seating 47,000, the Open Air Arena, and Bandshell are among other features in the 186-acre park, located two miles east of downtown hotels.

Observation Tower:
Atop 29-story Magnolia Building, open to public without charge from 9 a.m. to 4:30 p.m.

Original Cabin of John Neely Bryan, who, in 1841, founded Dallas, located on Courthouse lawn. Triple underpass, just west of Courthouse, connects Main, Elm, and Commerce streets with Fort Worth pike, an example of notable engineering. Industrial Boulevard, crossing just west of underpass, gives view of Dallas skyline and immensity of project by which Trinity River was straightened and confined by levees, reclaiming 10,000 acres.

Marsalis Park Zoo:
In Oak Cliff.

White Rock Lake:
Five miles east of business center.

Love Field Airport, Southern Methodist University
And beautiful residential districts of Highland Park and University Park north of downtown district.

OVER THE STATE

Fort Worth, only 32 miles west.

San Antonio, home of the Alamo, Shrine of Texas Liberty, and other old missions, 279 miles southwest. South of San Antonio is the famous Rio Grande Valley, semi-tropical in nature.

Houston, 244 miles south, near which is located the San Jacinto Battleground and 50 miles south of Houston is Galveston, famed resort on the Gulf of Mexico.

Austin, capital of the state, 201 miles south. The impressive granite Capitol Building was paid for by the sale of 3,000,000 acres of State land.

El Paso, 646 miles west, with Mexico just over the border, famous Carlsbad Cavern near.

Officers of the Association
1936-1938

President Emeritus

Chancellor Emeritus J. H. Kirkland
Vanderbilt University

President

Dean Clarence Albert Ives
Louisiana State University

Vice Presidents

Dean T. H. Napier
Alabama College

Principal J. C. Harwood
John Marshall High School

Secretary-Treasurer

President Shelton Phelps
Winthrop College

* * *

EXECUTIVE COMMITTEE

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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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* * *

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Cooperative Study Between Secondary Schools and Colleges

* * *

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Chairman

Dean K. J. Hoke
College of William and Mary

Secretary

L. Frazer Banks
School Board, Birmingham

THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Program

All meetings will be held in the Adolphus Hotel

Monday, March 28, 1938

9:00 A.M. Meeting of Commission on Institutions of Higher Education
9:00 A.M. Meeting of the Central Reviewing Committees of Commission on Secondary Schools

Tuesday, March 29, 1938

9:00 A.M. Meeting of each Commission. Open session (See Commission Programs)
2:00 P.M. Meeting of each Commission. Open session (See Commission Programs)
8:00 P.M. Meeting of Executive Committee

Wednesday, March 30, 1938

9:00 A.M. Meeting of each Commission. Open session (See Commission Programs)
2:00 P.M. Meeting of each Commission. Open session (See Commission Programs)
8:00 P.M. Meeting of Executive Committee

Thursday, March 31, 1938

9:00 A.M.

MEETING OF THE ASSOCIATION

1. Music
2. Invocation.—Dr. Wallace Bassett, Cliff Temple Baptist Church, Dallas
3. Welcome Address.—Hon. William McCraw, Attorney-General of Texas
4. Response.—A. B. Butts, President, University of Mississippi
5. Announcements
6. Appointment of Committees
7. The Coöperative Study of Secondary School Standards
   Walter Crosby Eells, Coördinator
8. Address: Principles and Procedures in Accrediting Schools and Colleges.—George F. Zook, President, American Council on Education

2:00 P.M.

1. Music
2. Report of Fraternal Delegates
3. Address: Articulation of the Secondary School and College.—Thomas H. Briggs, Professor of Education, Teachers College, Columbia University
4. Address: Teacher-Education as an All-University Function.—Harl Douglas, Head of Department of Education, University of North Carolina

6:00 P.M.

ANNUAL BANQUET

1. Music
2. President's Address
3. Music
4. Address.—Rev. Matthew Arnold, Cleburne, Texas

Friday, April 1, 1938

9:00 A.M.

MEETING OF THE ASSOCIATION

1. Music
2. Business Report of Commissions
3. Address: The Function of Higher Education in America.—President T. O. Walton, Texas Agricultural and Mechanical College.
   Address: The Individual Goes to College.—Dean H. E. Hawkes, Columbia University
4. Business Session
   a. Report of Committees
   b. Unfinished and New Business
   c. Resolutions
   d. Election of Officers
   e. Adjournment

* * *

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Monday, March 28, 1938

9:00 A.M.

Meeting of the Commission
Organization of Committees

Tuesday, March 29, 1938

9:00 A.M.

Business Session
Continuation of Committee Activity

Wednesday, March 30, 1938

9:00 A.M.

Meeting of the Commission
Report of Committee on Standards
Discussion of Policies of the Commission
Report of the Council

2:00 P.M.

Joint Meeting with Commission on Curricular Problems and Research

* * *

COMMISSION ON SECONDARY SCHOOLS

Monday, March 28, 1938

9:00 A.M.

Meeting of the Central Reviewing Committees

Tuesday, March 29, 1938

9:00 A.M.-12:30 P.M.

1. Music
2. Devotional
3. Recognition of Fraternal Delegates
4. Reading of Minutes of Previous Meeting
5. Appointing of Routine Committees
   a. Audit
   b. Appeals
   c. Budget
   d. Nominations
6. Report on Coöperative Study of Secondary School Standards.—W. C. Eells, Coördinator, Coöperative Study of Secondary School Standards, Washington, D. C.
7. Report of Standing Committee on Standards.—W. W. Little, Dean, General College, University of Florida, Gainesville, Florida, Chairman
8. Report of Library Committee.—J. H. Highsmith, Director, Division of Instructional Service, State Department of Education, Raleigh, North Carolina, Chairman
9. Report on SOUTHERN ASSOCIATION QUARTERLY.—Holland Holton, Chairman of Department of Education, Duke University, Durham, North Carolina, Editor

2:00-5:00 P.M.

A. Committee Reports

1. Report of Central Reviewing Committees
   a. Public Schools—J. H. Highsmith, Chairman
   b. Private Schools—W. D. Agnew, Chairman
2. Report of Committee on Small High Schools.—J. L. B. Buck, Director, Division of Instruction, State Department of Education, Richmond, Virginia
3. Report of Committee on Printed Forms.—Gladstone Yeuell, Professor of Secondary Education, University of Alabama, University, Alabama, Chairman
4. Report of Committee on Research in Secondary Education.—M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Kentucky, Chairman
5. Report of Committee on Extra-Territorial Accreditation.—W. L. Spencer, Director of Secondary Education, State Department of Education, Montgomery, Alabama, Chairman

B. Private School Problems

6. Address.—Father P. A. Roy, S. J., Dean, Loyola University, New Orleans, Louisiana
7. Address.—Spencer McCallie, Headmaster, The McCallie School, Chattanooga, Tennessee

Wednesday, March 30, 1938

9:00 A.M.-12:30 P.M.

Joint Meeting of Commissions on Curricular Problems and Research and Secondary Schools

L. Frazer Banks, Presiding

Theme: *Significant Factors in Secondary Education*

1. Report of Special Committee to Study Substitute for College Freshman Grades.—P. L. Palmer, Professor of Secondary Education, University of Chattanooga, Chattanooga, Tennessee, Chairman
2. Address: Social Background of Secondary Education.—Doak S. Campbell, Director, Division of Supervision, George Peabody College for Teachers, Nashville, Tennessee
3. Address: Instruction in the Secondary School.—Mildred English, Superintendent, Peabody High School, Milledgeville, Georgia
4. Address: Evaluation of the Educational Program of the Secondary School.—Ralph W. Tyler, Research Director, Evaluation in the Eight-Year Study of the Thirty Schools, Ohio State University, Columbus, Ohio

2:00-5:00 P.M.

Theme: *Problems of Secondary Education*

1. Address: Richard Gummere, Director of Admissions, Harvard University, Cambridge, Massachusetts
2. Address: The Function of Secondary Education in America.—Thomas Briggs, Teachers College, Columbia University, New York City

Discussion by J. C. Harwood

3. Report of Appeals Committee
4. Report of Budget Committee
5. Report of Audit Committee
6. Report of Committee on Nominations
7. Adjournment

* * *

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Tuesday, March 29, 1938

9:00 A.M.-12:30 P.M.

The Proposed Coöperative Study Between Secondary Schools and Colleges

1. Progress on Study.—L. Frazer Banks, Assistant Superintendent of Schools, Birmingham, Alabama
2. Report on Exploratory Study.—Frank C. Jenkins, Executive Secretary, the Commission on Secondary Schools
3. The Southern Association Conference for Secondary School Teachers.—Frank C. Jenkins
4. Plans for Financing the Coöperative Study.—Doak S. Campbell, Director of Division of Surveys, George Peabody College
5. Plans for Coöperation between Secondary School and College

2:00 P.M.

Report on Special Studies

1. Report from Committee on the Definition of Requirements in the Biological and Physical Sciences in the High School.—F. E. Farquear, Dean, School of Education, University of Mississippi
2. Report from Committee on Content in Sciences for Teachers of Agriculture.—Zebulon Judd, Dean, Alabama Polytechnic Institute
3. Report on Standards for Membership of State Departments of Education in the Southern Association.—Doak S. Campbell, Director of Division of Surveys, George Peabody College

Wednesday, March 30, 1938

9:00 A.M.-12:30 P.M.

Ballroom, Adolphus Hotel

Joint Meeting of Commission on Curricular Problems and Research with the Commission on Secondary Schools

Theme: *Significant Factors in Secondary Education*

(For detailed program, see program of Commission on Secondary Schools)

2:00 P.M.

1. Conference with Commission on Higher Institutions Concerning Proposed Coöperative Study Between Secondary Schools and Colleges
2. Business Meeting
   Budget for Commission
   Election of Officers

* * *

LOCAL COMMITTEE ON RECEPTION AND ENTERTAINMENT

President J. Thomas Davis, Chairman
John Tarleton Agricultural College

President C. C. Selecman
Southern Methodist University

Superintendent N. R. Crozier
Dallas Public Schools

Z. E. Black
Convention Department
Dallas Chamber of Commerce

Miss Ela Hockaday
Hockaday School for Girls

ASSOCIATE MEMBERS APPOINTED BY LOCAL COMMITTEE

S. M. Davis
Terrill School for Boys

Dean Colby D. Hall
Texas Christian University

Superintendent W. M. Green
Fort Worth Public Schools

President W. J. McConnell
North Texas State Teachers College

President L. H. Hubbard
Texas State College for Women

President S. H. Whitley
East Texas State Teachers College

President Frank L. Wear
Trinity University

Dean E. E. Davis
North Texas Agricultural College

Superintendent L. A. Woods
State Superintendent of Education

Mayor George A. Sprague
Dallas, Texas

Superintendent H. E. Gable
Highland Park High School

Superintendent Joe P. Harris
County Superintendent

President J. C. Tucker
Austin College

President J. F. Kimble
Baylor Medical College

HOTEL INFORMATION

Adolphus Hotel
(Headquarters)

50 single rooms at.....$2.50 per day
175 single rooms at.....$3.00 per day
150 double rooms with twin beds at.....$5.00 per day
There are many other good hotels available near the Adolphus.

Copies of programs of the conference of Summer School Directors and of other meetings held in connection with the Southern Association meeting may be obtained at the registration desk.

In Memoriam

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." Information for this section should be sent to the editor before January 1 of each year from the office of the president, registrar, or principal of member institutions. The directions sent out to all members in November and summarized on pages 338 to 339 of the November, 1937 issue should be followed; that is, write "Form B" at the top of the page and then number and give the information as follows: (1) the name and address of the institution, (2) the name of the deceased employee, (3) degrees held and in each case the institution conferring them, (4) date of entering service of your institution and different positions held there, (5) position held at time of death, (6) date of death, (7) any special comment, (8) your signature as the person furnishing the information.

ALABAMA

GADSDEN H. S.: (2) Jessie Dean Smith (Mrs.); (3) BS, MA, Peabody; (4) 1904; (5) hd Eng. dept., ass't prin.; (6) July 31, 1937; (7) counselor for girls; faculty adviser to senior class; instrumental in building sch. library; civic leader; (8) jds.

MARION, PERRY COUNTY H. S.: (2) Winnie B. Lee; (3) AB, Judson; (4) Sept., 1932; (5) librarian; (6) August 28, 1937; (9) lgw.

MOBILE, MURPHY H. S.: (2) Anita Heustis; (4) 1898; (5) Lat., math., hist., sci. t.; (6) Nov. 24, 1937 (retired Nov. 1, 1933); (8) kjc.

FLORIDA

U. OF FLORIDA, GAINESVILLE: (2) Arthur S. Green; (3) MA, Fla.; (4) summers, 1928-29-31; regular session, Sept., 1931; (5) ass't prof. pol. sci.; (6) Oct. 22, 1937.

U. OF FLORIDA, GAINESVILLE: (2) Benjamin Arthur Tolbert; (3) BAE, Fla.; (4) 1927; (5) ass't prof. ed., adviser freshmen; dean students; (6) July 13, 1937; (8) jwn.

GEORGIA

ALBANY HIGH SCHOOL: (2) R. E. Brooks; (3) AB, Emory; (4) 1914; (5) supt. schools; (6) July, 1937; (8) joa.

BRENAU COLLEGE, GAINESVILLE: (2) J. H. Downey; (3) MD; (4) 1930; (5) physician to college; (6) Aug., 1937; (8) mba.

U. OF GEORGIA, ATHENS: (2) John Moore Reade; (3) BSA, Toronto; PhD, Cornell; (4) 1908; (5) prof. bot., hd dept.; (6) May 9, 1937.

VIDALIA P. S.: (2) Mrs. B. A. Lancaster; (3) AB, Bessie Tift; (4) Sept., 1930; (5) librarian; (6) Aug. 28, 1937; (7) wife of Supt. B. A. Lancaster; (8) cel.

WESLEYAN COLLEGE, MACON: (2) Leon Perdue Smith; (3) AB, Emory; MS, Chicago; (4) 1912; (5) prof. chem., geol., 1912; vice pres., 1918-30; dean college, 1930; (6) May 4, 1937; (8) ew.

KENTUCKY

LOUISVILLE MALE H. S.: (2) George T. Ragsdale, Sr.; (3) PhB, Chicago; LLB, Louisville; (4) duPont Manual Training H. S., 1907-15; Louisville Male H. S., 1915-37; (5) hist. instr.; (6) Feb. 8, 1937 (while directing relief work at City Hall during flood); (7) in charge of debating; established safety council; won national recognition for establishing police school of Louisville and directed same until his death.

PIKEVILLE COLLEGE, PIKEVILLE: (2) Jesse Charles Hazzard; (3) AB, AM, Rutgers; PhD, Columbia; (4) Sept., 1930; (5) hd dept. anc. lang.; (6) Sept., 1937; (8) gwc.

U. OF KENTUCKY, LEXINGTON: (2) Enoch Bacon Grehan; (3) AB, Transylvania Coll.; (4) 1914; (5) hd dept. journalism; (6) December 10, 1937; (8) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Helen Hayden Stanley; (3) BS, Ohio St. U.; (4) 1919; (5) recorder; (6) Feb. 9, 1937; (8) lmc.

U. OF LOUISVILLE, LOUISVILLE: (2) John Letcher Patterson; (3) BA, MA, LittD., Ky.; AB, Harvard; LLD, Louisville; LLD, Transylvania; (4) 1907; (5) dean Coll. Lib. Arts, 1907-22; chancellor, 1922-27; chancellor emer., hd anc. lang., 1927-37; act. pres., 1929-30; dir. grad. sch., 1930-37; (6) Feb. 27, 1937; (7) founded College of Liberal Arts; publisher of books and articles; (8) reh.

U. OF LOUISVILLE, LOUISVILLE: (2) Theodore B. Beust; (3) MD, Hospital Coll. of Medicine; DDS, Louisville Coll. of Dentistry; (4) 1916; (5) prof. dental histology; embryology; dental research; (6) Nov. 24, 1937; (7) eminent in field of dental research; author of many publications.

U. OF LOUISVILLE, LOUISVILLE: (2) Thomas Cook Smith; (3) BS, Emory U.; MD, Johns Hopkins; (4) 1927; (5) asso. prof. pediatrics; (6) Dec. 13, 1937; (7) eminent child's specialist; outstanding authority on interpretation and application of medical discoveries.

LOUISIANA

CENTENARY COLLEGE, SHREVEPORT: (2) George S. Sexton; (3) DD, Ky. Wesleyan; LLD, Centenary; (4) 1921; (5) pres., 1921-32; pres. emer., 1932-36; dir. public relations, 1936-37; (6) July 4, 1937; (7) built substantial endowment during his administration; we think of him as the builder of Centenary College as it is today; (8) aw.

CROWLEY H. S.: (2) James W. Mobley; (3) BA, MA, La. St.; (4) 1916; (5) prin.; (6) Feb. 22, 1937; (7) educator and civic leader; (8) gpl.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, NEW ORLEANS: (2) Laura Lake Ihrie (Mrs.); (3) BA, Newcomb; (4) Sept., 1926; (5) sec., employment bureau; (6) Oct. 31, 1937; (8) pb.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, NEW ORLEANS: (2) Mary Williams Butler; (3) dip. Newcomb Sch. of Art; (4) Sept., 1901; (5) prof. drawing, design; (6) Oct. 20, 1937; (8) pb.

LOUISIANA STATE NORMAL COLLEGE, NATCHITOCHES: (2) John Edward Guardia; (3) BS, U. Chicago; MS, PhD, Peabody; (4) 1908; (5) dir. of extension; (6) Feb. 3, 1937; (8) mpr.

MANSFIELD H. S.: (2) Clarence Ray Drake; (3) BS, Tex. A. & M.; (5) hd coach; (6) June, 1937; (8) ics.

OAKDALE H. S.: (2) W. C. Roaten; (4) Sept., 1930; (5) ass't prin., hd math. dept.; (6) April 22, 1937; (7) organized Parent-Teacher Asso.; was teaching his 52nd year at the time of his death; (8) awd.

MISSISSIPPI

JACKSON, CENTRAL H. S.: (2) James G. Chastain, Jr.; (3) PhB, Miss.; (4) 1933; (5) supt. sch.; (6) Jan. 1, 1937; (7) responsible for organizing and equipping high school band; organized R. O. T. C. dept. in high school; planned and initiated a million-dollar school building program; (8) ifs.

NORTH CAROLINA

QUEENS-CHICORA COLLEGE, CHARLOTTE: (2) Emma Hill Lyon (Mrs.); (3) AB, ME, Converse; AM, U. S. C.; (4) Sept., 1927; (5) prof. Eng.; (6) June 18, 1937; (8) jmg.

SOUTH CAROLINA

FURMAN UNIVERSITY, GREENVILLE: (2) Edwin McNeill Poteat; (3) BA, DD, Wake Forest; LLD, U. S. C., Furman, Baylor; (4) 1903-18; 1934-37; (5) asso. prof. rel., phil.; (6) June 26, 1937; (7) able speaker and lecturer; (8) msf.

FURMAN UNIVERSITY, GREENVILLE: (2) Orlin Ottman Fletcher; (3) AB, BD, Chicago; MA, Colgate; DD, Shurtteff; LLD, Furman; (4) 1908; (5) prof. phil.; (6) Oct. 20, 1937; (7) able lecturer; (8) msf.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Benjamin Deland Hodges; (3) AB, LLB, Harvard; (4) 1927; (5) prof. law; (6) March 21, 1937; (8) jac.

TENNESSEE

CARSON-NEWMAN COLLEGE, JEFFERSON CITY: (2) Edward W. White; (3) AB, Georgetown; AM, Columbia; (4) 1917; (5) prof. math.; (6) August 7, 1937; (8) jtw.

GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE: (2) Bruce R. Payne; (3) AB, Trinity Coll.; AM, PhD, Columbia; (4) Feb. 11, 1911; (5) pres.; (6) April 21, 1937; (7) built the new Peabody campus; (8) jr.

MARYVILLE COLLEGE, MARYVILLE: (2) James Kelly Giffen; (3) AB, Muskingum; grad. Xenia Sem.; AM, Northwestern; (4) Sept., 1936; (5) asso. prof. Bible; (6) Feb. 4, 1937; (7) rendered a distinguished service for 17 years as president of Knoxville Coll.; (8) rwl.

TUSCULUM COLLEGE, GREENVILLE: (2) Isobel Kennedy; (3) Conservatory Music, Cincinnati; Berlin, Germany; (4) 1922; (5) instr. Fr.; (6) April 14, 1937; (8) os.

U. OF TENNESSEE, KNOXVILLE: (2) J. D. Bond; (3) BA, Tenn.; MA, Ill.; PhD, Mich.; (4) 1922; (5) prof. math.; (6) Nov. 10, 1937; (8) rft.

TEXAS

ABILENE P. S.: (2) R. D. Green; (3) AB, LLD, McMurry; (4) 1917; (5) supt.; (6) Feb. 15, 1937; (7) physical plant completely rebuilt during his administration; (8) led.

BAYLOR UNIVERSITY, WACO: (2) Carl D. Wilson; (3) AB, Baylor; MS, Texas A. & M. Coll.; PhD, Texas; (4) Sept., 1934; (5) ass't prof. ed.; (6) Dec. 30, 1937; (7) developed the nucleus of a collection of historic documents and other source material covering the history of religious education; (9) enj.

CLAUDE P. S.: (2) Bertha Wingo; (3) AB, North Tex. St. Teachers Coll.; (4) 1922; (5) math. t.; (6) June, 1937; (8) crd.

CRANE H. S.: (2) Arthur Niebuhr, Jr.; (3) BS, Texas; (4) Sept., 1936; (5) coach, dir. health, phys. ed.; (6) Oct. 10, 1937; (8) gh.

EL PASO, AUSTIN H. S.: (2) Ermen Markgraff (Miss); (3) BA, Arizona; (4) 1921; (5) Eng. t.; (6) March 11, 1937; (7) student counselor; coöperated in all school activities; (8) ff.

JOHN TARLETON AGRIC. COLLEGE, STEPHENVILLE: (2) Capt. Harry A. Baker; (3) MS, Trinity U.; FCIC; FAAS; grad. chem. warfare sch., Lakehurst, N. J.; (4) 1921; (5) prof. phys., hd dept.; (6) May 28, 1937; (7) first head of physics dept. at Tarleton; developed the dept.; (8) eh.

KILGORE H. S.: (2) William Miller Devereux; (3) BA, Sou. Methodist; (4) Sept., 1931; (5) dir. dramatic arts, pub. spk.; (6) Nov. 15, 1937; (7) outstanding as leader for youth; (8) cln.

SOUTHERN METHODIST UNIVERSITY, DALLAS: (2) Minnie H. Swindells; (3) AB, Mercer; (4) 1934; (5) asso. prof. ed.; (6) June 18, 1937; (7) developed laboratory courses for preparation of elementary teachers; (8) can.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) J. A. Clayton; (3) BS, Southwest Tex. St. Teachers Coll.; (4) 1915; (5) instr. industrial arts; (6) Nov. 13, 1937: (8) cee.

SOUTHWESTERN UNIVERSITY, GEORGETOWN: (2) Wesley Carroll Vaden; (3) BA, MA, Randolph Macon Coll.; (4) 1893; (5) prof. Lat., Fr., Gr.; (6) March 30, 1937.

SWEETWATER H. S.: (2) A. V. Williams; (3) AB, Hardin-Simmons; MA, Colorado; (4) July, 1936; (5) prin. h. s.; (6) Jan. 21, 1937; (7) author of several science work books; (8) rsc.

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH: (2) Errett Weir McDiarmid; (3) BA, MA, Bethany; MA, Hiram; (4) 1918; (5) prof., dept. hd, phil.; (6) Sept. 5, 1937; (7) a genuine philosopher; chmn. of athletics in T. C. U. and representative in Southwest Conference; (8) cdh.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) William Albert Jackson; (3) BA, Baylor, AM, Chicago; PhD, Iowa; (4) Sept., 1925; (5) hd dept. government; dean grad. sch.; (6) Nov. 30, 1937; (7) helped establish college and frame policies; authority on Texas gov't; national committeeman from Texas to national Democratic convention; civic leader; (8) wpc.

UNIVERSITY OF TEXAS, AUSTIN: (2) Harry Yandell Benedict; (3) BS, AM, Texas; PhD, Harvard; LLD, Baylor and Southwestern; (4) 1892; (5) tutor, 1892-93; instr., 1899-1900, adj. prof., 1900-1902; asso. prof., 1902-07; prof., 1907-37, of applied math.; dean college of arts and sci., 1911-28; pres., 1928-37; (6) May 10, 1937; (7) his administration was identified with great physical growth of the university; he strove outstandingly to coördinate the various educational institutions of the state; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Killis Campbell; (3) BA, William and Mary; PhD, Johns Hopkins; (4) 1899; (5) instructor, 1899-1906; adj. prof., 1906-11; asso. prof., 1911-18; prof., 1918-37, of English; (6) August 7, 1937; (7) founder of the American Literature Group in the Mod. Lang. Asso. Am.; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) James A. Correll; (3) BSME, Kansas St. Agric. Coll.; BSEE, Mass. Inst. of Tech.; MSEE,

Texas; (4) 1907; (5) tutor, 1907-09; instr., 1909-15; adj. prof., 1915-18; asso. prof., 1918-27; prof., 1927-37, of elec. engin.; (6) Oct. 30, 1937; (7) co-author: *Alternating Current Circuits*; author of various books and papers; for 29 yrs. active member of Am. Inst. of Elec. Engineers; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Polly Pearl Crawford; (3) BA, MA, Texas; (4) 1925; (5) instr. Eng., 1925-37; (6) June 25, 1937; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) William Tyler Mather; (3) BA, MA, Amherst; PhD, Johns Hopkins; (4) 1897; (5) asso. prof., 1897-1906; prof., 1906-1937, of physics; (6) June 14, 1937; (7) for several yrs. chmn. of faculty athletic committee; led way to forming Southwest Conference in 1914; had large part in bringing Phi Beta Kappa to Texas; chmn. board directors Y. M. C. A, helped secure money to erect its buildings and for its endowment fund; leader in faculty social life, religious activities and community movements; (8) flm.

VIRGINIA

DANVILLE, GEORGE WASHINGTON H. S.: (2) Lawrence Lamb; (3) grad. Oswego Norm.; (4) Sept., 1936; (5) industrial arts t.; (6) April 11, 1937; (8) fwg.

STATE TEACHERS COLLEGE, RADFORD: (2) Susan E. Roberts; (3) BA, Tenn.; AM, Chicago; (4) 1924; (5) prof. lang., Lat., Fr.; (6) April 17, 1937; (7) mem. many important faculty committees; hd Classical Service Bureau for Va. Classical Soc.; (8) mm.

Purposes, Procedures, and Trends of the Associations of Colleges and Secondary Schools: A Symposium

The middle of December the QUARTERLY addressed letters to the officers and certain former officers of recent service of the commissions of the Southern Association and to similar officials of the North Central Association, the New England Association, the Middle States Association, the Northwest Association, and the Western Association, asking them to express their views as to the purposes, procedures, and trends of the associations of colleges and secondary schools. The following very graciously complied:

Dr. George A. Works (University of Chicago), Secretary of the Commission on Institutions of Higher Education, of the North Central Association of Colleges and Secondary Schools.

Dr. G. W. Willett (Superintendent, Lyons Township High School and Junior College, La Grange, Illinois), Secretary of the Commission on Curricula of Secondary Schools and Institutions of Higher Education, of the North Central Association.

Dr. D. H. Gardner (University of Akron), President of the National Association of Deans and Advisers of Men, formerly also an official of the North Central Association.

Dr. G. W. Rosenlof (University of Nebraska), Secretary of the Commission on Secondary Schools, of the North Central Association.

Dr. J. Andrew Holley (Oklahoma State Department of Instruction), Chairman of the Commission on Secondary Schools, of the North Central Association.

Dr. A. J. Cloud (San Francisco Junior College), Secretary of the Western Association of Colleges and Secondary Schools.

Dr. F. W. Thomas (Fresno State College), recently President of the Western Association of Colleges and Secondary Schools.

Dr. Joseph Roemer (George Peabody College), long time Secretary of the Commission on Secondary Education and past President of the Southern Association.

There were friendly responses from every association expressing the intention of contributing to the symposium, but as matters turned out the rush of duties falling upon school and college men at this season of the year prevented the others invited from carrying out their good intentions. The views expressed by the contributors listed, however, are sufficiently representative to bring the general problems clearly before the Association. As a starting point for the presentation of the views of the contributors, the editor in his invitation stressed two matters:

1. The contributors were free to express their own views based on their observations and experience of the workings of their associations, and were not assuming to speak officially for their organizations;

2. Certain questions which will be found in the editorial notes on page 8 of this issue of the QUARTERLY were suggested as a starting point for discussion, with the clear statement, however, that the contributor could "use or ignore any or all."

The Operations of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools

By GEORGE A. WORKS
Secretary, Commission on Institutions of Higher Education, North Central Association

The work done by the North Central Association of Colleges and Secondary Schools is conducted largely through the work of three commissions. They are the Commission on Secondary Schools, the Commission on Curricula of Secondary Schools and Institutions of Higher Education, and the Commission on Institutions of Higher Education. The Executive Committee of the Association serves as a means for coördinating the activities of the three commissions. Each commission has its own officers; but all three commissions join in the general sessions of the Association and are represented in one journal, THE NORTH CENTRAL ASSOCIATION QUARTERLY, which serves as a means of preserving and disseminating the results of all the activities of the Association.

The purpose of this article is to present briefly the operations of the Commission on Institutions of Higher Education as they have been developed under the new accrediting procedures which were put into effect in 1934. The present procedure involves no fixed minimum standards such as were formerly in use. Instead it is based on a comparison of all member institutions with reference to a group of selected criteria.

Consideration is given first to the activities involved in dealing with institutions that are not accredited but which are desirous of attaining that status. When an institution shows by inquiry that it is interested in being accredited, it is sent a "Statement of Policy" and an application form. The Statement of Policy is a brief exposition of the basic principles underlying accreditation. If the institution wishes to follow up this initial step, it returns the application blank with a check to cover the survey fee, which is $400 in the case of four-year colleges and $300 for junior colleges. This application form calls for a limited amount of factual information regarding the institution. When it is returned to the secretary's office, an analysis is made of the data it contains; and if the returns indicate considerable doubt regarding the readiness of the institution for accreditation, a letter is sent advising that the application be withdrawn in the following words:

> My advice is that you withdraw your application and wait until you have been able to get your institution on a more adequate

basis. If you feel, however, that you would like to go ahead with your application we shall send you the schedules immediately upon receipt of a letter indicating your decision.

If the application is withdrawn at this stage, the survey fee minus $10 is returned. If it is not withdrawn, or there seems to be no reason for suggesting that it be withdrawn, the complete set of schedules used by the Commission is sent to the institution. These schedules call for information on institutional purposes, individuality, clientele, and the other items which are included in the Statement of Policy. When these schedules are returned to the secretary's office, they are promptly summarized. The data from this source, of course, is much more complete than were obtained in connection with the original application. If they indicate that the chances of the institution's receiving recognition are small, it is advised to that effect and the application may be withdrawn with a deduction at this stage of $20. However, as at the earlier stage, it is made clear to the institution that the final decision as to whether or not the remaining steps involved in accreditation will be taken rests entirely with the institution. If the decision is made to complete the process of a survey looking toward accreditment, the institution is sent the names of two examiners with a request that each be sent a copy of its catalogue. The examiners in turn are notified that the given institution is included in their list of examinations. Dates for visits are arranged between the examiners and the institutions directly.

By action of the Board of Review two restrictions are placed on the selection of the examiners. They are:

1. All examiners must come from North Central territory;
2. No member of the Board of Review may serve in this capacity.

In actual practice two other restrictions are observed. They are:

1. No person is used to make an examination of a college if he has acted as a consultant to the institution;
2. The examiners are not used to survey institutions located in the same state as the one with which they are connected.

When the examiners are notified that they are to visit the institution, they are sent a summary of the data contained in the schedules filled out by the institution, the schedules, the report prepared by the previous examiners if there has been a prior examination of the institution, and any other information in the secretary's possession that may be of assistance to them. The examiners are allowed three days' compensation for a four-year college and two days' for a junior college, including the preparation of the report. The actual records of time spent on these examinations and the preparation of the reports show an average distinctly above these time allowances, however.

The number of examiners has been kept small. Six were used during 1936-37, and all but one of that number had been used in the two preceding years. Few examiners are used, so as to reduce the expense involved in preparing them for their work. Two types of preparation have been followed. The first year in which the new accrediting procedures were put into operation the examiners were brought together at one institution to make the first examination. In addition, a conference was held at the end of both the first and second years for the purpose of discussing problems growing out of the year's experience.

About two weeks before the annual meeting of the Association a meeting of the Board of Review is held to consider the results of the examinations and the summaries of the data supplied by the institution as far as the examinations have been completed at that time. The Board of Review has before it when it considers the case of an institution the following:

1. A statement of the relations, if any, which the institution has had with the Association;
2. A graphic representation of the percentile standing of the institution on the basis of approximately eighty items;
3. A typewritten report on the institution as made by the examiners. (This includes a recommendation as to whether or not the institution should be accredited. These reports range from thirty to fifty pages in length.)

On the basis of the information from these sources the Board of Review arrives at a tentative decision to accredit or decline the institution. If this tentative decision should be adverse, the institution is notified that the Board of Review wishes to discuss with its representatives the points which appear to be unsatisfactory. At the same time the institution is furnished with a statement covering the items that by the reports and schedules have been indicated as weaknesses. These conferences are scheduled in the days immediately preceding the annual meeting. It is not always possible to get all the reports for consideration at the preliminary meeting and the remaining ones have to be considered by the Board at its session just before the annual meeting. These are usually few in number. Conferences with representatives from these institutions are arranged as has been previously indicated for those institutions that have been tentatively declined. Following the conferences with the institutional representatives, the Board of Review makes its final decision regarding the recommendations it will send to the Commission.

The second phase of the activities of the Board of Review relates to its relationship to member institutions. As a part of the new accrediting procedures data bearing on certain of the criteria included in the Statement of Policy are collected each year. The Board of Review decides on the items

on which information is to be collected. During the first year of the operation of the new accrediting procedures information was collected on purposes, clientele, library, and finance; the second year on the items under faculty competence, faculty organization, and conditions of faculty service. During the third year the work was confined to limited phases of the curriculum and during the current year information is being collected on student personnel work. The data collected in this manner have been put before the membership of the Association in the following reports:

"An Analysis of the Financial Data of the Higher Institutions of the North Central Association for the Fiscal Year, 1933-34," by William J. Haggerty and George A. Works;

"An Analysis of the Library Data of the Higher Institutions of the North Central Association for the year, 1933-34," by William J. Haggerty and George A. Works;

"Changes in Enrollments Over a Fifteen-Year Period in Institutions Accredited for 1936-37 by the North Central Association," by William J. Haggerty and George A. Works;

"Certificates and Degrees Granted by Higher Institutions Which Were Accredited by the North Central Association for the Year, 1936-37," by William J. Haggerty and George A. Works;

"Faculties of Colleges and Universities Accredited by the North Central Association for the Year, 1936-37," by William J. Haggerty and George A. Works.

The third main function of the Board of Review is the continuous study of the practices, procedures, and techniques of the Commission. This is necessary, for the data that are collected annually are the means by which the norms are kept up-to-date. Originally the new accrediting procedures were put into operation on a basis of norms developed in an intensive study of fifty-seven institutions. Thus far revisions have been made for library, finance, faculty, and at the present time the norms for student personnel are undergoing revision. The items included in the Statement of Policy are of three kinds:

1. Those which are highly objective and all that is necessary is a report of facts by the institution;
2. Those which are a combination of objective data and judgment. (For the latter element the judgment of an outsider is necessary.)
3. Those that are entirely matters of judgment. (Again the judgment of an outsider is necessary.)

This year the Board of Review reached the stage in its work under the new accrediting procedures where it became necessary to send examiners to institutions in which there was no question about their accreditation for

the purpose of collecting the data necessary to revise the norms on items involving judgment. This, of course, is done without any charge to the institution. It is conducted as a part of the regular work of the Commission. One-half day of the annual program at the April meeting will be devoted to a discussion of the best that the examiners have found in student personnel work in the institutions visited.

These revised accrediting procedures place a much heavier burden on member institutions in making reports than was called for under the old accrediting procedures. Some institutions regard the demands as being unreasonable. On the behalf of the new accrediting procedures two things may be said:

1. They give member institutions a much better idea of their status as compared with other institutions than was possible under the procedures formerly used.
2. They have a much more stimulating effect on member institutions than the minimum standards that were used until 1934. Too frequently institutions stopped growing after they became members of the Association. If an institution becomes a member now and remains static, it will soon have reached a relative status that would not justify its holding membership in the Association.

The Importance of Standards in Spite of Those Irrelevant: A Comment

By G. W. Willett
Secretary, Commission on Curricula, North Central Association

I have no particular criticism to make of the present trend in accrediting procedures of higher institutions by the North Central Association. It seems to me that the Association is doing a good job. I most certainly would oppose any attempt to permit any institution which wished to affiliate to become a member without meeting rather specific accrediting standards. If there is anything which could possibly lead to a lowering of standards of education among higher institutions, it seems to me that such a policy would result in such lowered standards. Unfortunately, there are always institutions which either for pecuniary gain or in order to draw a student clientele would like to advertise as belonging to an association irrespective of what type of opportunities they offer. Why consider retaining an organization if it will accept within its membership organizations or institutions which clearly are of a type which fail entirely to offer adequate facilities for gaining an education? Would it not be better to discontinue all our associations and then not be parties to deceiving the public?

So far as the field of secondary education is concerned, I believe identically the same situations persist though somewhat mitigated by the fact that

most secondary institutions are local in nature. Yet the youth in any community should have guaranteed to them education of such a nature that it would receive recognition elsewhere. Accrediting agencies perform a real function from this standpoint.

Of course, from time to time inane and irrelevant standards may be introduced into the accrediting procedures of associations or of their commissions. For example, the North Central Association has introduced into its standards a rather naive departure. I refer to the regulation which insists that high schools of the Association must not have athletic relationships in which a number of states are represented except on condition that the event has been approved by the respective state athletic associations. In reality this becomes somewhat ludicrous in the light of the fact that the North Central Association has no control over the several state athletic associations on the one hand and on the other hand has not seen fit to put in any regulations relative to music contests, forensic contests, or any other type of procedure of an interscholastic nature which high schools may attempt.

Of course, the setting up of this particular standard was partially an imitation of the investigation carried on by the Higher Commission to determine that students were not being subsidized as athletes. The other force back of the adoption of this standard was that of a group of certain athletic association officials who were desirous of establishing a national federation of athletic associations. One is constrained to muse on the attitude of later generations when they look over the standards set up by the North Central Association for secondary schools and discover this peculiar piece of legislation. It is to be hoped that the present investigations which are endeavoring to determine some qualitative types of standards will eliminate this one particularly irrelevant standard or will recommend similar regulations for other fields of interscholastic contests.

Personally, I believe the North Central Association is doing a marvelous piece of work for both secondary and higher institutions. I would indeed be loath to accept any procedure for the Association which would tend to lower present standards of accrediting.

Against the Police Power in Education

By D. H. Gardner
Dean of Students, University of Akron, North Central Association

My basic criticism of all accreditation is the fact that it has tended to standardize institutions of both secondary and higher education. This is a natural result of the application of the "police" power in education. I believe that the step which the North Central Association has taken of judging the higher institution in light of its objectives is a move in the right direction. Whether the Coöperative Study of Secondary School Standards

will be able to evolve a similar program is, of course, questionable. My personal opinion stated briefly is that secondary schools will have to be judged in the same way as higher institutions are in the North Central Association if we are to individualize education.

In reply to your question whether it would be feasible for the colleges to tell secondary schools to prepare students who wish to enter college as best they can, and let the colleges devise tests to indicate whether they have prepared them for us, my answer is affirmative. I have a great deal of sympathy with the secondary school people's criticism that college admission requirements have "frozen" the curricula of the secondary schools. I am further convinced that most of the admission requirements to colleges are antiquated and have not been developed in light of modern research.

In reply to your third point, may I say that I believe one of the greatest problems of modern education is developing a method of articulating elementary, secondary, and higher education. The one specific suggestion which I have to make about standards of accrediting is to evolve some method of judging the products of both the areas of education. If some clearer and more satisfactory method can be evolved to do this, I think we will be well on our way to a new phase of education.

Progress in the North Central Association

By George W. Rosenlof
Secretary, Commission on Secondary Schools, North Central Association

The North Central Association of Colleges and Secondary Schools, founded in 1895, has for what will shortly be a half-century sought to express in all of its major activities three fundamentally sound and justifiable functions. First of all, it has increasingly lent itself to the effort of unifying the educational programs of secondary and higher education. Second, it is to a similarly great extent considering the common problems of secondary and higher education and proposing better ways and means for their solution. Finally, it is promoting a program of education that will insure the physical, intellectual, and moral well-being of the students enrolled in all of its member institutions of whatever level.

Certainly there is no task more important or far-reaching than that of causing leaders in these two major areas of educational endeavor to coördinate their responsibilities in the interests of a more effective and efficient citizenship of men and women who are trained in mind, body, and spirit to attack the major problems of the age in which we are living. There can be no antagonisms. The worker in either secondary or higher education must seek and, we believe, is increasingly seeking to understand and appreciate the problems and difficulties of the other.

To this end, what to many has been an overemphasis upon accrediting

procedures is giving way to an emphasis upon matters of what should constitute an acceptable and altogether desirable educational program and the means whereby that program may be attained.

The secondary school no less than the institution of higher learning is seeking to discover what it is that its students need most of all in order to achieve that which is most essential to success and happiness, individually and collectively. Each is desirous of discovering the needs of society and the means whereby these may be quickly and definitely satisfied. More and more evidence is accumulating to support the contention that institutions of higher learning are not so much determined to control or dictate to the secondary schools what they shall offer for "college entrance" as they are to coöperate sympathetically with the secondary schools in unifying and integrating the programs and activities of each so as to insure a wholesome continuity in all of the endeavors of the students for which the schools exist. This is as it should be. On the other hand secondary school leaders are everywhere being challenged by the fact that preparation for college is only one of the many responsibilities with which the secondary school must concern itself. A new philosophy is being projected and accepted, viz., "preparation for life." And, strangely enough, these selfsame leaders are discovering and revealing to our college people that this preparation is, after all, the best preparation possible for every one of their students whether they go to college or enter upon life's responsibilities. This common responsibility and its assumption requires a unified program, the achievement and perfection of which must be sympathetically understood and worked out in a unison of purpose and endeavor.

Another very significant development in the North Central Association has been its analysis of its accrediting and evaluation procedures. The Commission on Higher Institutions led the way by completely setting aside its traditional standards for accreditment of its member schools on what was shown to be largely "quantitative" bases and proposing "institutional patterns" more truly "qualitative" in nature and more capable of revealing and evaluating the true functions of the institutions and the extent or degree to which these were being realized in terms of higher types of student achievement.

The Commission on Secondary Schools is, likewise, studying this same matter and at its forthcoming meeting will consider a very much changed statement of "Policies, Regulations, and Standards for the Accreditment of Secondary Schools." Significantly enough, it will be proposed that the term "Standard" be displaced by the term "Criterion." Again, it will be proposed that accreditment be provided for on an "indefinite term" basis rather than on a "yearly" basis. It will be proposed that greater flexibility in interpretation be permitted largely by means of an increased power of discretion to be exercised by the several state committees within the region

in which the North Central Association functions. Less emphasis upon the "quantitative" criteria and more emphasis upon the "qualitative" criteria is being proposed.

There is also every indication that the programs of the commissions and of the Association will be concerned with a consideration of "problems for the improvement of instruction." The warning or dropping of schools for violations of standards will become secondary to a sympathetic advising or informing of schools as to how they may eliminate "weaknesses" and promote the attainment of strength in their educational endeavors.

One other aspect of the program of this Association has been the increasingly effective work of the Commission on Curricula of Secondary Schools and Institutions of Higher Education. This body, composed as it is of representatives of the secondary and higher institutions, for a long time was and to a very considerable extent is now concerning itself with the very necessary task of formulating policies and procedures for strengthening the courses of study and curricula of member schools. There is no gainsaying the fact that this must ever be one of the foremost concerns of this commission. During the past several years, it has devoted a very considerable part of its energies to a study of the classroom teacher situation, especially as this regards itself with the teacher in the secondary schools. The activities of the committee and its several sub-committees will culminate in the final reports to be made to the Association in April of this year. Widespread interest in the recommendations of this committee as to the subject matter as well as professional preparation of the classroom teacher is everywhere apparent. Sufficient evidence has already been submitted to indicate the high degree of importance which attaches to the matter of teacher preparation. It is reflected, we are sure, in the enrichment of curricular offerings, the enlargement of activity programs, the improvement of administrative and supervisory procedures and practices, the perfecting of all our physical equipments, and not least of all, the growth and all-round development of our student groups.

Like the Southern Association the North Central Association is seeking to find a solution to its problem of bringing about an increased interest in and concern for the strengthening of library facilities. It realizes that if teaching is to be virile, if it is to be effective in vitalizing higher standards of student activity, if it is to be dynamic and forward moving, its activities will have to be supplemented by the establishment of libraries in which are found carefully selected books and instructional materials representative of all the major subject matter interests and capable of a wide stimulation of student learning. For a long time, perhaps, the gymnasium and athletic grounds have been pivotal. Of equal importance as a radiating center must be the library.

Space forbids any extended treatment of other problems with which the

several regional associations must continue to concern themselves. Suffice to say, that in all of them there should be set up effective agencies for experimentation and research, constantly examining into the functions, programs, and activities of our schools and seeking to make available to us the fruits of their endeavors. It is only thus that we can hope to make progress.

Through the efforts of these regional accrediting agencies being reinterpreted and re-stated we shall shortly find it unnecessary any longer to complain that the "domination of the higher educational institutions" has handicapped and even prohibited the secondary schools from revising their programs in such a manner as to promote the mental and physical growth of their pupils, or so to arrange the experiences, activities, and subject matter as to give the best preparation for participating in present or future social, political, economic, or leisure affairs.

Neither will it be necessary for institutions of higher learning to point their critical fingers or voice their complaining words at the secondary schools for their failures in preparing students capable of venturing further into the realms of higher education. Such actions will be altogether inappropriate and unwarranted, because these critics have now been invited to sit in the councils and contribute to the deliberations to the end that there may be better trained teachers with a finer sense of responsibility and increased capacity for contributing to a unified and integrated program of education in the secondary school and college. "Getting together" does have its implications and will produce the much-to-be-hoped-for results.

The Activities of the Commission on Secondary Schools

By J. Andrew Holley
Chairman, Commission on Secondary Schools, North Central Association

The aims of the North Central Association of Colleges and Secondary Schools are: first, to bring about a better acquaintance, a keener sympathy, and a heartier coöperation between the colleges and secondary schools of this territory; second, to consider common educational problems and to devise the best ways and means of solving them; and third, to promote the physical, intellectual, and moral well-being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship. The Association is conservative, believing that such a policy will eventually work to the higher interests of all. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, and *esprit de corps* of such character as will unhesitatingly commend them to any educator, college, or university in the North Central territory.[1]

[1] "Policies, Regulations, and Standards for the Accrediting of Secondary Schools" adopted April 10, 1937, by the North Central Association of Colleges and Secondary Schools.

In this language the aims and policies of the North Central Association are briefly and clearly set forth. The activities of the Association and its influences upon the development of secondary and higher education, particularly in the North Central territory, have been described elsewhere. It is the purpose of this article to discuss briefly some of the purposes, procedures, and trends of the North Central Association of Colleges and Secondary Schools, particularly with reference to the activities of the Commission on Secondary Schools.

These personal observations are based upon experiences gained from serving as chairman of the Oklahoma state committee, as a member of the Commission on Secondary Schools, as chairman of the Commission on Secondary Schools, and as a member of the Executive Committee of the North Central Association of Colleges and Secondary Schools. They are not expressed as the official viewpoints of the Commission on Secondary Schools or of the Executive Committee or the Association.

The published statements of aims, policies, regulations, and standards for the accrediting of secondary schools do not indicate the extent to which the scope and purposes of the Association have been broadened. The scope and purposes of the Association, especially with reference to secondary schools, can best be understood and appreciated by discussing the various procedures and activities which have recently been initiated and undertaken by the various commissions and their committees.

The Commission on Institutions of Higher Education has completely changed its plan of accrediting institutions of higher education. The statement of policy relative to the accrediting of institutions of higher education is introduced in the following language: "This statement of policy defines certain principles that will be followed in accrediting institutions of higher education. It is stated in general terms and includes brief descriptions of those characteristics of an institution that will be examined as a basis of accreditment. This statement of policy is supplemented by a manual which contains elaborations of the statements here given and detailed directions for the execution of the policy here set forth. Upon each important issue the manual contains specific directions for the collection of information and such norms and criteria as will make possible a fair and intelligent evaluation of an institution."[2]

From the published purposes and proceedings of the Commission on Institutions of Higher Education it is evident that the function of accrediting has been expanded to include efforts to serve individual institutions, secondary schools, and students in such important matters as guiding prospective students in the choice of institutions of higher education that will meet their needs, serving institutions as a guide in interinstitutional relationships such

[2] "Statement of Policies Relative to the Accrediting of Institutions of Higher Education," *The North Central Quarterly*, Volume 12, No. 1, July, 1937, pages 66, 67.

as the selection of college faculties, the placement of college graduates, etc., assisting secondary schools in the selection of teachers, promoting the coordination of secondary and higher education, and stimulating the improvement of higher education in general throughout the territory of the North Central Association.

The leaders of the Commission on Institutions of Higher Education will be the first to admit that these worthy purposes and services are difficult of attainment. The traditional administrative and curriculum policies of many institutions of higher education and the continued lack of free and frank consideration of professional issues and problems between secondary schools and colleges and universities suggest obstacles yet to be overcome in the realization of the purposes of the Association.

The Commission on Curricula of Secondary Schools and Institutions of Higher Education has contributed to the aims and purposes of the North Central Association in numerous studies of professional problems. The published results of these studies have been very helpful to secondary schools and colleges and universities in planning their programs of study and in revising their curricula. Efforts are being made by the Association to assist member institutions in utilizing the results of these professional studies in more effective ways.

The Commission on Secondary Schools is now considering a reformulation of the policies, regulations, studies, and recommendations for accrediting secondary schools. The reformulation is in accord with the plan to utilize the results and findings of the Coöperative Study of Secondary School Standards. In undertaking changes in procedures and activities and in restatements of policies and standards in terms of criteria for the stimulation and evaluation of secondary schools, the Commission on Secondary Schools has had the active encouragement and support of the Executive Committee. A study of recent activities and procedures of the Commission on Secondary Schools and its various committees suggests certain trends which may be expressed in the following generalization:

1. Efforts are being made to base approval of secondary schools upon regulations and criteria descriptive of characteristics which should be possessed by a good secondary school. The present standards for accrediting contain quantitative statements that have little or no scientific validity. As a result, secondary schools have been admitted to membership, warned and advised, and dropped primarily on the basis of evidence that certain quantitative standards have or have not been met. Under present procedures a school is subject to warning in case any standard or regulation is violated. A second violation of the same regulation or standard is sufficient to cause the school to be dropped without further warning. This procedure may be waived upon the recommendation of the state committee by a

three-fourths vote of the members of the Commission present at the annual meeting.

2. The programs of the Commission on Secondary Schools and its two sister commissions indicate the tendency of the Association to engage increasingly in activities which are stimulating in their effects upon the administrative, supervisory, and curriculum practices of member schools. The trend toward practices and procedures designed to stimulate member schools accords with the principle that one of the primary functions of the Association is to improve the quality of instruction and the services of educational institutions. Emphasis is being placed upon the extent to which an institution is accomplishing worthy purposes in terms of meeting the individual needs of its students. The advisory and counseling activities have partially supplanted the warnings and peremptory actions which have characterized to some extent the activities and procedures of the commissions charged with the responsibility for accrediting secondary schools and institutions of higher education.

3. Progress is being made in the efforts of the Executive Committee and the members of the three commissions to coördinate the programs, activities, and procedures of the three commissions. At times in the past there has been a tendency for each of the commissions to pursue rather independently its own plans and programs of activities and studies. The Executive Committee is assuming properly the coördinating function. If recommendations of this Committee are followed, all studies requiring the expenditure of funds and involving the policies of the Association will be presented to the Executive Committee for approval. Studies involving the relationships of secondary schools and colleges will be cleared through the Executive Committee so that the implications and relationships of the three commissions will be properly considered and evaluated.

4. There is sufficient evidence to indicate that sincere efforts are being made to improve relationships between secondary schools and colleges. Problems involving both institutions are being studied by joint committees consisting of representatives of secondary schools and colleges and universities. The scope and character of recent activities and studies give evidence that the leaders in the secondary schools and institutions of higher education are trying to solve their problems primarily in terms of the welfare of students concerned.

5. The working conditions of teachers, supervisors, and administrators are receiving continued interest and emphasis on the part of the Association. The Association has always been interested in and concerned with standards and procedures which aim to secure adequate salaries, reasonable teaching loads, and safe and stimulating physical surroundings for teachers, administrators, and supervisors. Some relaxation in the application of standards pertaining to salaries, teaching load, and physical plant and equipment was

made during the depression. With improved economic conditions no doubt efforts will be made to stimulate boards of education and communities to provide better salaries and better working conditions for teachers.

6. The Commission on Secondary Schools is seeking to dignify and emphasize the professional leadership of the head of the secondary school. The head of the secondary school is expected to hold the Master's degree from a recognized institution of higher learning. Teachers are expected to be employed upon the basis of recommendation by the head of the high school or the system in which the high school is located.

7. Greater responsibility is being placed on state committees in enforcing the regulations and standards of the Association and in suggesting methods for improvement. The Commission on Secondary Schools relies upon the coöperation of state committees, consisting of representatives of member secondary schools, the university, and the State Department of Education, for inspections and recommendations for approval or disapproval. The procedures and meetings of the Commission on Secondary Schools in the future may be less involved with the routine examination of thousands of annual reports and more concerned with the educational policies of the state and the general level of educational effort and accomplishment in each particular state. Suggestions may be offered for the improvement of inspectorial and supervisory services rendered by state inspectors and members of state committees. Suggestions will be made to secure more sympathetic and democratic procedures in all accrediting relationships.

The policies, regulations, standards, and recommendations for accrediting secondary schools will be greatly influenced by the findings and recommendations of the Coöperative Study of Secondary School Standards being undertaken jointly by the six regional accrediting associations with the cooperation of the Office of Education and the active sponsorship of the American Council on Education. If the purposes of the study being directed by Dr. Eells are realized, the North Central Association and the other regional accrediting associations will have the benefit of improved statements of criteria and techniques for the stimulation and evaluation of secondary schools which can be adapted to the special problems and procedures of each of the regional accrediting associations.

Policy of the Western Association of Colleges and Secondary Schools Toward Accrediting of Members

By F. W. Thomas
Recently President of the Western Association

When the Western Association of Colleges and Secondary Schools was organized some ten years ago, it was definitely decided as a matter of permanent policy not to include the accrediting of member institutions among

its functions. The territory of the Pacific Southwest was already covered in accrediting relationships by the North Central Association and by the Northwestern Association. The meeting places of these two Associations, however, were so far distant from our territory that there was believed to be a need for professional stimulation and interchange of ideas which could be met only by a professional organization. Accordingly the Western Association of Colleges and Secondary Schools was organized and its purposes definitely centered upon mutual helpfulness among its members in securing closer articulation in courses of study, continuity of student guidance through the secondary schools and colleges, and joint research in problems bearing upon these relationships. Questions of closer articulation in courses of study and continuity of student guidance through the secondary schools and the colleges have been matters of extended study, culminating in valuable results.

The fact that the rating of member institutions has not been one of our activities has resulted in a rather distinct compensating advantage. There has been entirely absent any inclination on the part of the various institutions to conceal their difficulties or needs through the fear that their rating might be prejudiced thereby. On the contrary, member institutions have frankly brought their problems as to admission, classification, guidance, and articulation to the conferences, or presented them fully to research committees. The consequence has been a spirit of open understanding and helpfulness that has constituted the foremost advantage of our Association. In short, the Western Association holds as its foremost function that of mutually helpful professional service, and its programs of research and general conference have been established with that objective as the foremost consideration.

Comment on Policy of Western Association

By A. J. Cloud
Secretary, Western Association

The Western Association of Colleges and Secondary Schools, by reason of peculiar conditions existing in its area, has taken the stand from its organization date, 1930, that it would play no part in the "accrediting" of institutions of higher education. The By-Laws state that, "The Association is to be advisory in character. . . (It) will be a conference body which will endeavor to coördinate the interests (of collegiate and secondary agencies)."

The Western Association holds an annual conference at which time topics of wide import in the fields of secondary education and higher education are developed by acknowledged leaders.

The Association also publishes materials issuing out of these conferences, of which the most recent is the "Report of the Committees on Counseling Practices."

New Standards for Accrediting Secondary Schools

By Joseph Roemer
Recently President of the Southern Association

In the short space allotted me, I believe it would do the most good for me to say a word about the forthcoming new standards which are in preparation at Research Headquarters in Washington, D. C.

Everything points to the fact that by July 1, 1938, the five-year study will have been completed and a new set of criteria evolved for the evaluation of secondary schools seeking accreditation by the six regional associations. The research office in Washington is moving forward steadily in the final work necessary to polishing and finishing up of the new standards. The committee in charge has every reason to believe that by July 1, 1938, it will have completed its work and have its final report ready to be submitted to the authorities of each of the six regional associations.

An earnest effort has been made to find an answer to these four proposals as fundamental to a standardization program in secondary education:

1. What are the characteristics of a good secondary school?
2. By what means and processes does a good school develop into a better one?
3. What practicable means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?
4. How can regional associations stimulate secondary schools to continuous growth?

The new standards will stress growth and development. They will presume, as a working hypothesis, that regional standardizing agencies exist for the purpose of stimulating secondary schools to continuous growth; and all procedures and physical facilities of the secondary school will be judged in terms of this hypothesis. All the means or instruments of measurement derived will have to do with evaluating the effectiveness of a school in terms of its program and its stated objectives. Then, on this new basis of standardization, the characteristics of a good secondary school will be sought in terms of its growth, its development, its program, its effectiveness, its *output or product.* Physical facilities will only be considered as a necessary means —the machinery needed to turn out the *product*—the real thing to be considered.*

* Dr. Roemer requests that the Quarterly extend to the Association his thanks for the uniform patience of its members during the working out by his committee of new standards. He adds, "I have every confidence that when the report is finished we shall have a new procedure to follow in evaluating secondary schools that will profoundly modify our present practices."—Editor.

Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or Secondary School as Many as Thirty Years**

Explanations and Abbreviations

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation "h.s." will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, "Mobile, Murphy h.s." Colleges and private schools will be found listed alphabetically by names, and followed by their addresses, thus: "Tulane University, New Orleans."

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between "A.M." and "M.A.," or "B.S." and "S.B.," this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediaeval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employee has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served thirty years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position.); (6) indicates date at which service of employee began; (7) indicates present position and when entered; (8) indicates any special comment; (9) indicates initials of person furnishing information.

Notice to All Member Colleges and Secondary Schools

Request for information as to all instructors and other employees of equivalent rank who had served thirty years or more went forward in October and November to all secondary schools and colleges of the Association. Some names will be sent

* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than thirty years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been thirty years, exclusive of the time spent elsewhere, the name is included; otherwise the name is omitted. Omitted names, however, will probably appear under "News Notes from Association Members," either in this or subsequent issues of the Quarterly.—Editor.

to the QUARTERLY too late to be included in this issue. These will be published in subsequent issues. It is the present purpose of the QUARTERLY to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 338 of the QUARTERLY for November, 1937, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way; then number the items of information as explained above (2), (3), . . . (9); but *be sure to sign in full the name of person furnishing the information.*

ALABAMA

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) L. N. DUNCAN; (3) BS, MS, LLD, Ala. Poly. Inst.; (4) U. Tenn.; U. Ill.; (5) 1900-05, supervisor agronomy research, Ala. exp. sta., and instr. agr.; 1905-09, organizer, supervisor boys' and girls' 4-H club work, extension work in home ec.; 1909-35, dir. extension service; 1932-35, sec. adm. committee; Feb., 1935—, pres.; (6) 1900; (7) pres., 1935; (8) awarded distinguished service agr. medal, American Farm Bureau Federation; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) ARTHUR ST. C. DUNSTAN; (3) BSC, EM, CE, Ala. Poly. Inst.; (4) Johns Hopkins U.; U. Chicago; (5) hd prof. elec. engin., 1900—; (8) consulting engineer for various utilities and cities; electrical expert in various litigations; design and construction of electrical power plants; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) MICHAEL THOMAS FULLAN; (3) BS, EME, ME, Ala. Poly. Inst.; (4) U. Wis.; (5) instr. mech. engin., 4 yrs.; ass't prof., 5 yrs.; asso. prof. mach. design, 2 yrs.; hd prof. mach. design, mech. dr., 1908—; (6) 1897; (7) 1908; (8) texts: *Graphics of Machines; Inventive Design—Science of Invention;* (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) M. A. GLENN; (5) ass't to treas., 1896-1906; treas., 1906—; (6) June, 1896; (7) 1906, treas.; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) CLIFFORD LEROY HARE; (3) BS, MS, Ala. Poly. Inst.; MA, U. Mich.; (4) U. Chicago; (5) prof. physical, physiological chem., 1908-30; act. dean, 1930-32; dean, 1932—; (6) 1892; (7) dean, 1932; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) WILLIAM WELCH HILL; (3) BS, MS, ME, EE, Ala. Poly. Inst.; MEE, Johns Hopkins U.; (4) Johns Hopkins U.; U. Wis.; (5) instr. shops, 1900-06; instr. elec. engin., 1906-12; asso. prof. elec. engin., 1912-16; prof. elec. engin., 1916-37; (6) 1900; (7) prof. elec. engin., 1916; (8) construction water works and electric light system; built transmission lines to Alabama Power Company; organized student branch of American Institute of Electrical Engineers; served continuously as student counselor; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) Isaac Sadler McAdory; (3) BS, Ala. Poly. Inst., 1904; DVM, McKillips' Veterinary Coll.; (4) U. Ill.; (5) instr., asso. prof., prof., act. dean., act. st. veterinarian, dean sch. vet. med., st. vet.; (6) 1904; (7) dean sch. vet. med., 1937; (8) work and control of infectious diseases of Texas fever tick and hog cholera; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) George Petrie; (3) MA, U. Va.; PhD, Johns Hopkins U.; LLD, U. Ala.; (4) Johns Hopkins U.; (5) mod. lang., hist., 1887-90; hist., 1891—; dean academic faculty, 1908-22; dean grad. sch., 1922—; (6) 1887; (7) dean grad. sch., 1922; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) James Richard Rutland; (3) BS, MS, Ala. Poly. Inst.; AB, Harvard U.; (4) U. Chicago; (5) 1900-01, ass't in charge subfreshman class; 1904, instr.; 1908, ass't prof.; 1911, asso. prof.; 1912, prof.; 1927, hd prof.; dir. summer session, 1913-15; librarian, 1905-18; h.s. inspector, 1908-11, 1914-15; (6) 1904; (7) hd prof. Eng., 1927; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) Albert Lee Thomas; (3) BS, MS, ME, Ala. Poly. Inst.; (4) U. Wis.; Columbia U.; (5) instr. manual arts, 1904-11; elec. lab., 1907-09; prof., instr., mach. design and dr., 1905-37; (6) 1904; (7) prof. mach. design and dr., 1920; (8) bandmaster, director of glee club, 1906-20; manager college picture show and lyceums, 1906-28; civic leader; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) John Jenkins Wilmore; (3) BME, ME, Purdue U.; LLD, Ala. Poly. Inst.; (4) Cornell U.; U. Wis.; (5) instr., 1888-91; dir. dept. mech. arts, 1891-93; prof. mech. engin., 1893-1907; dean engin., 1907—; chmn. administrative committee, Ala. Poly. Inst., 1932-35; (6) 1888; (7) dean engin., 1907; (9) rbd.

BIRMINGHAM: (2) Charles A. Brown; (3) BS, CE, Ala. Poly. Inst.; LLD, Howard; (4) U. Tenn.; U. Chicago; (5) sci. t., Birmingham h.s., 1893-97; prin., Henly sch. (elem.), 1897-1907; prin., Birmingham h.s. (Central, now Phillips), 1907-21; asso. supt., 1921—; (6) 1893; (7) asso. supt., 1921;* (9) cab.

DECATUR H. S.: (2) Lillian Odom; (3) BS, Peabody Coll.; (5) Eng. t., 32 yrs.; (7) Eng. t., 1905; (9) wtj.

JUDSON COLLEGE, MARION: (2) Anne Elizabeth Kirtley; (3) AB, LLD, Judson Coll.; (4) Oxford U.; (5) prof. Eng., 40 yrs.; (6) 1891; (7) custodian archives; prof. emer. Eng., 1931; (9) mab.

* President of the Southern Association, 1930-31, and for many years active as a member of its Commission on Institutions of Higher Education and a member of the Executive Committee.—Editor.

MOBILE, MURPHY H. S.: (2) M. Aline Bright; (3) PhB; (4) U. Chicago; U. Ala.; (5) Eng. t., hd Eng. dept.; (6) 1907-08; (7) hd Eng. dept.; (9) kjc.

MOBILE, MURPHY H. S.: (2) Mae Fanes; (4) U. Ala.; Harvard U.; U. Chicago; Columbia U.; Colorado U.; (5) math., sci. t., 28 yrs.; ass't prin. h. s., 19 yrs.; (6) 1890; (7) ass't prin., 1918; (9) kjc.

MOBILE, MURPHY H. S.: (2) Anna-Mary Sclater; (4) U. Chicago; Peabody Coll.; Tulane U.; (5) ass't prin., Girls h. s., Barton; hd math. dept., Murphy h. s.; (6) 1882; (7) hd math. dept., 1927; (9) kjc.

MOBILE, MURPHY H. S.: (2) M. Elizabeth Moffat; (3) CLS, Columbia Sch. Library Sci.; (4) U. Tenn.; Peabody Coll.; U. Chicago; Columbia U.; (5) grade sch. t., 11 yrs.; h. s. t., 15 yrs.; librarian Murphy h. s., 16 yrs.; (6) 1895; (7) librarian h. s., 1921; (9) kjc.

MOBILE, MURPHY H. S.: (2) Edith Duffee; (4) U. Chicago; Tulane U.; U. Ala.; U. Calif.; (5) elem. sch. t., 8 yrs.; Boys' h. s., 14 yrs.; Barton and Murphy, 27 yrs.; (6) Oct. 2, 1889; (7) t., Murphy h. s., Oct., 1897; (9) kjc.

QUINTON, WEST JEFFERSON H. S.: (2) James G. Manuel; (3) BS, U. Ala.; (5) prin. sch.; (6) 1907; (7) prin., W. Jefferson h. s., 1921; (9) jgm.

STATE TEACHERS COLLEGE, JACKSONVILLE: (2) C. W. Daugette; (3) BSc, MSc, Ala. Poly. Inst.; LLD, U. Ala.; (4) U. Chicago; (5) supt. city schs., pres. coll.; (6) 1894; (7) pres., 1896; (9) crw.

STATE TEACHERS COLLEGE, JACKSONVILLE: (2) Mary C. Forney; (4) Peabody Coll.; Columbia U.; (5) math. t., ed. t., art t.; (6) 1896; (7) 1929; (9) crw.

STATE TEACHERS COLLEGE, TROY: (2) Catherine Collins Gardner; (3) dip. St. Teachers Coll., Troy; BS, Columbia U.; AM, Columbia U.; (4) Columbia U.; (5) critic t., primary supervisor, demonstration sch.; dir. practice teaching, Huntingdon Coll.; (6) 1889; (7) critic t., 2nd grade, demonstration sch., 1930; (9) cbs.

STATE TEACHERS COLLEGE, TROY: (2) Celeste Darby; (3) BPh, Didactics, St. Norm. Coll.; (4) U. of South.; Chautauqua, N. Y.; Columbia U.; Peabody Coll.; (5) critic t., 1st grade, demonstration sch.; (6) 1900; (9) cbs.

STATE TEACHERS COLLEGE, TROY: (2) Matthew Downer Pace; (3) BS, CE, Ala. Poly. Inst.; LLD, U. Ala.; (4) Peabody Coll.; (5) prof. math., 1891—; academic dean, 1930—; pres., 2 yrs.; (6) 1891; (7) dean, 1930; (9) cbs.

STATE TEACHERS COLLEGE, TROY: (2) Edward Madison Shackelford; (3) BS, MA, LLD, U. Ala.; (5) prof. civics, lit.; pres.; (6) 1887;

(7) pres. emer., 1936; (8) author: *History of State Teachers College, Troy, Ala.*; (9) cbs.

STATE TEACHERS COLLEGE, TROY: (2) Loraine Hamil; (3) BPh, MPh, Troy St. Norm. Coll.; BS, Peabody Coll.; MA, U. Ala.; (5) critic t.; supervisor intermediate grades, demonstration sch.; (6) 1905; (7) critic t., 4th grade, demonstration sch., 1935; (9) cbs.

THORSBY INSTITUTE, THORSBY: (2) Helen C. Jenkins; (3) AB, Mt. Holyoke; AM, Syracuse U.; (4) U. Chicago; Syracuse U.; (5) t., 1906-07; asso. prin., 1909-18; prin., 1919—; (6) 1907; (7) prin. Thorsby Inst., 1919; (9) hcj.

FLORIDA

JOHN B. STETSON U., DELAND: (2) G. Prentice Carson; (3) AB, AM, Wesleyan U.; LLD (hon.) Stetson U.; (4) U. Chicago; Harvard U.; (5) prof., 52 yrs.; dean, 31 yrs.; dean emer., 2 yrs.; (6) 1886; (7) dean emer., 2 yrs.; prof. hist., 40 yrs.; (9) wsa.

U. OF FLORIDA, GAINESVILLE: (2) James Nesbitt Anderson; (3) BLet, MA, U. Va.; PhD, Johns Hopkins U.; (5) prof. Gr., 1903-05; prof. anc. lang., 1905-10; dean arts, sci., 1910-30; dean grad. sch., 1930—; (6) 1903; (7) dean grad. sch., 1930.

U. OF FLORIDA, GAINESVILLE: (2) Charles Langley Crow; (3) MA, Wash. & Lee; MLA, PhD, Göttingen (Ger.); (4) Coll. Colonial (Paris); Universidad Nacional (Mex.), Estudios Historicos (Madrid); (5) prof. Ger. 1905-33; hd dept., 1933-37; prof. emer., 1937; (6) 1905; (7) prof. emer., Ger., 1937.

U. OF FLORIDA, GAINESVILLE: (2) James Marion Farr; (3) AB, MA, Davidson Coll.; PhD, Johns Hopkins U.; (5) v. p., hd Eng. dept., 1901-32; (6) 1901; (7) prof. Eng., 1932.

U. OF FLORIDA, GAINESVILLE: (2) Wilbur Leonidas Floyd; (3) BS, Citadel; MS, U. Fla.; (4) Harvard U.; U. Calif.; (5) instr. nat. sci., ass't commandant, 1892-1905; instr. Eng., sci., 1905-06; ass't prof. biol., physics, 1906-08; prof. bot., hort., 1908-15; prof. hort., ass't dean, coll. agri., 1915—; (6) 1892; (7) ass't dean coll. agri., 1915.

U. OF FLORIDA, GAINESVILLE: (2) Klein Harrison Graham; (5) aud., purch. agt., 1906-27; bus. mgr., 1927—; (6) 1906; (7) bus. mgr., 1927.

GEORGIA

ALBANY H. S.: (2) Mamie Brosnan; (3) t. certif.; (4) Chicago Norm.; U. Tenn.; Columbia U.; Catholic U.; Loyola U.; (5) soc. sci. t.; (6) 1894; (7) soc. sci. t.; (9) joa.

BRENAU COLL., GAINESVILLE: (2) H. J. Pearce; (3) AB, Emory Coll.; AM, U. Chicago; PhD, U. Wuerzburg; (5) pres., 1893—; (9) ebm.

EMORY U., EMORY: (2) Edward Kimbrough Turner; (3) AB, AM, Southern U.; MA, Vanderbilt U.; PhD, Halle-Wittenburg; (5) prof. Lat.; (6) Sept., 1903; (9) jgs.

EMORY U., EMORY: (2) Edgar Hutchinson Johnson; (3) AB, Emory Coll.; MS, PhD, U. Chicago; AM, Harvard U.; (5) adj. prof. math., 1895-1900; prof. hist., pol. economy, 1900-1916; prof. pol. economy, 1916—; v. p., 1909-16; dean sch. liberal arts, 1916-19; dean sch. bus. administration, 1919—; (6) 1895; (9) jgs.

GEORGIA SCH. OF TECH., ATLANTA: (2) J. B. Edwards; (3) BS, E, ME, Ala. Poly.; (5) adj. prof., 1897-1902; prof., hd phys. dept., 1903-35; prof. phys., 1936—; (6) 1897; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) William Gilmer Perry; (3) BA, MA, LittD, Davidson Coll.; (5) adj. prof. Eng., 1901-06; jr. prof. Eng., 1906-12; asso. prof. Eng.; 1912-20; prof. Eng., 1921-22; prof., hd Eng. dept., 1922-32; prof., hd Eng. dept., dean gen. studies, 1933-37; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) Gilbert Hillhouse Boggs; (3) BS, U. Ga.; PhD, U. Penn.; (5) adj. prof. chem., 1903-04; jr. prof. chem., 1904-12; asso. prof. chem., 1912-21; prof. chem., 1921-24; prof. chem., hd dept., 1924-33; dir. chem. and chemical engin., dean grad. studies, 1933-37; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) John Bascom Crenshaw; (3) AM, Randolph Macon; PhD, Johns Hopkins; (5) prof. mod. lang., hd dept., 1904-37; ath. dir., 1917-33; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) William Vernon Skiles; (3) SB, U. Chicago; AM, Harvard U.; ScD, U. Ga.; (5) adj. prof. math., 1906-08; jr. prof. math., 1908-13; asso. prof. math, 1913-21; prof. math., 1921-24; prof. math., dean sch., 1925-37; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) Floyd Field; (3) AB, Williamette; AM, Harvard U.; (5) adj. prof. math., 1906; jr. prof. math., 1907-08; prof., hd math dept., 1909-34; prof. math., dean men, 1933-37; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) Charles Alfred Jones; (3) BS, Ga. Tech.; (5) ass't dye., weav., 1906-09; instr. text. engin., 1910-20; ass't prof. text. engin., 1920-25; asso. prof. text. engin., 1925-32; prof. text. engin., hd dept., 1933-37; (9) mlb.

U. OF GEORGIA, ATHENS: (2) Willis Henry Bocock; (3) AB, LittB, LLD, LittD, Hampden-Sydney; AM, Davidson Coll.; LLD, U. Ga.; (4)

U. Berlin; (5) prof. anc. lang., 1889; dean grad. sch., 1910-28; lecturer international relations, 1931; dean faculty, 1932; (6) Sept., 1889.

U. OF GEORGIA, ATHENS: (2) Robert Preston Brooks; (3) AB, U. Ga.; BA, Oxford U.; PhD, U. Wis.; (4) U. Wis.; (5) adj. prof. hist., 1907-12; asso. prof. hist., 1912-14; prof. hist., 1914-19; dean sch. commerce, 1920—; (6) 1907; (7) dean sch. commerce, 1920—; (8) author: *A Bibliography of Georgia History; A History of Georgia; The Agrarian Revolution in Georgia*; 1st Rhodes scholar from Ga.; Kahn traveling fellow, 1930-31.

U. OF GEORGIA, ATHENS: (2) Duncan Burnet; (4) Pomona Coll.; Lehigh U.; N. Y. State Library Sch.; (5) librarian, 1904.

U. OF GEORGIA, ATHENS: (2) Mary Ethel Creswell; (3) BSHE, U. Ga.; (4) U. Chicago; King's Coll. U. London; (5) prin. elem. pract. sch., 1903-11; field agt., agri. ext. wk., agri. coll., 1913-18; prof. home ec., 1918-32; dir. sch. home ec., 1932; (6) 1903; (7) dir. sch. home ec., 1932.

U. OF GEORGIA, ATHENS: (2) Uriah Harrold Davenport; (3) BSc, U. Ga.; (4) V. M. I.; Cornell U.; U. Wis.; (5) instr. physics, elec. engin., 1898; (6) 1898; (7) asso. prof. agri. engin.

U. OF GEORGIA, ATHENS: (2) Marion Derrelle Dubose; (3) AB, U. Ga.; AM, Princeton U.; (4) Germany; (5) tutor, Ger. lang., 1902-10; instr. Ger., 1907-10; asso. prof. Ger., 1910-18; prof. N. Ga. Coll., 1918-21; pres., N. Ga. Coll., 1921-25; prof. Ger., U. Ga., 1925; (6) 1902; (7) prof. Ger., 1925.

U. OF GEORGIA, ATHENS: (2) David Lewis Earnest; (3) AM, Peabody Coll.; (4) Warren Coll.; Peabody Coll.; (5) prof. sci., 1897-1932; asso. prof. ed., 1932; (6) 1897; (7) asso. prof. ed., 1932.

U. OF GEORGIA, ATHENS: (2) John Richard Fain; (3) BS, U. Tenn.; ScD, U. Ga.; (5) prof. agronomy, hd dept., 1907; (6) 1907.

U. OF GEORGIA, ATHENS: (2) William Davis Hooper; (3) AB, Hampden-Sydney; AM, LittD, U. Ga.; (4) U. Chicago; U. Göttingen; U. Berlin; U. Heidelberg; (5) instr. Lat., Gr., 1890-93; adj. prof. Lat., 1893-96; prof. Lat., 1896; (6) 1890; (7) prof. Lat., hd dept. Lat., 1896; (8) translation of the agricultural writings of Cato and Varro for the Loeb Classical Library.*

U. OF GEORGIA, ATHENS: (2) Milton Preston Jarnagin; (3) BSA, MAgr., Iowa St. Coll.; ScD, U. Ga.; (5) asso. prof. animal husbandry, 1907-08; prof. animal husbandry, 1908—; (6) 1907; (7) prof. animal husbandry, 1908; (8) chmn. Animal Husbandry Section, Sou. Ag. Workers; Sou. v. p., Am. Soc. Animal Production.

* President of the Southern Association, 1924-25, and Chairman of the Commission on Institutions of Higher Education, 1927-1935.—Editor.

U. OF GEORGIA, ATHENS: (2) John Hanson Thomas McPherson; (3) AB, PhD, Johns Hopkins U.; (4) Sorbonne; U. Berlin; U. Heidelberg; (5) prof. hist., hd dept. hist., 1891; (6) 1891; (7) prof., hd hist. dept., 1891.

U. OF GEORGIA, ATHENS: (2) Robert Ligon McWhorter; (3) AB, AM, U. Ga.; (4) U. Chicago; (5) tutor, Eng., 1902-06; instr. Eng., 1906-12; adj. prof., 1912-19; asso. prof., 1919-26; prof., 1926; (6) 1902; (7) prof. classics, 1926.

U. OF GEORGIA, ATHENS: (2) John Morris; (3) AB, AM, Randolph Macon Coll.; BL, U. Ga.; (4) U. Freiburg; U. Berlin; (5) instr. Eng., 1893-97; prof. Eng., Teutonic philology, 1897; prof. Ger. lang.; (6) 1893; (7) prof. Ger. lang.

U. OF GEORGIA, ATHENS: (2) Robert Emory Park; (3) AB, AM, LittD, U. Ala.; (4) U. Chicago; U. Oxford; (5) prof. Eng., hd dept. Eng., 1899.

U. OF GEORGIA, ATHENS: (2) William Oscar Payne; (3) AB, AM, U. Ga.; (4) U. Chicago; Columbia U.; Harvard U.; (5) ass't hist., 1901-04; instr. hist., 1904-08; adj. prof., 1908-19; prof., 1919; (6) 1901; (7) prof. hist., 1919.

U. OF GEORGIA, ATHENS: (2) Steadman Vincent Sanford; (3) AB, Mercer U.; LittD, U. Ga.; (4) U. Chicago; U. Berlin; Oxford U.; (5) prof. Eng., 1903; hd sch. journalism; dean univ.; pres.; chancellor of univ. system of Ga.; (6) 1903; (7) chancellor, 1935.

U. OF GEORGIA, ATHENS: (2) Roswell Powell Stephens; (3) AB, U. Ga.; PhD, Johns Hopkins U.; (4) Cambridge U.; (5) adj. prof. math., 1907-09; asso. prof., 1909-18; prof., 1918; dean grad. sch., 1928; (6) 1907; (7) hd math. dept., dean grad. sch., 1928.

U. OF GEORGIA, ATHENS: (2) Charles Morton Strahan; (3) CE, CME, DSc, U. Ga.; (4) Columbia U.; (5) tutor in chem., 1883-85; ass't prof., 1885-90; prof. civil engin., 1890-1932; prof. math., 1932; (6) 1883; (7) prof. math., 1932.

U. OF GEORGIA, ATHENS: (2) Thomas Jackson Woofter; (3) LI, Fairmont St. Norm. Sch.; LI, Peabody Norm. Sch.; LLB, U. W. Va.; AM, U. Nashville; PhD, American U.; LLD, Illinois Coll. of Law; (4) Columbia U.; Leland Stanford, Jr., U.; U. Calif.; (5) prof. phil., ed., 1903—; dean sch. ed., 1908-32; dean emer., 1932; (6) 1903.

KENTUCKY

BEREA COLLEGE, BEREA: (2) Katharine Bowersox; (3) dip. State Norm. School, Penn.; (4) Columbia U.; Boston U.; (5) dean of women, 10 yrs.; Alliance dean of women, 20 yrs.; (6) 1907; (7) Alliance dean of women, 1917; (8) built the tradition of equality for women at Berea; (9) ag.

BEREA COLLEGE, BEREA: (2) Robert Cowley; (3) AB, Oberlin; MD, Western Reserve U.; (4) studied in London and Vienna; (5) college physician and surgeon, 9 yrs.; college physician, dir. of hospital, 21 yrs.; (6) 1904; (7) college physician, dir. of hospital, 1916; (8) built the health service of the college; (9) ag.

BEREA COLLEGE, BEREA: (2) Ralph Rigby; (3) BMus, Chicago Musical Coll.; (5) dir. music dept., 32 yrs.; (6) 1905; (8) built music dept.; (9) ag.

GEORGETOWN H. S.: (2) Lizzie Viley; (3) AB, U. Ky.; (4) U. Ky.; (5) grade, h. s. t.; (6) 1897; (7) soc. sci. t., 1908; (9) jwl.

GEORGETOWN COLL., GEORGETOWN: (2) Robert T. Hinton; (3) BA, MA, Yale U.; AM, Georgetown Coll.; MS, Yale U.; (5) dir. ath., prof. biol., dean coll.; (6) 1906; (7) prof. biol., dean.

HINDMAN SETTLEMENT SCH.: (2) Anne Cobb; (3) BA, Wellesley Coll.; (4) Wellesley Coll.; (5) h. s. t., 30 yrs.; settlement wkr., 32 yrs.; (6) 1905; (7) hist., lang. t., 1907; (8) author: *Kinfolks: Kentucky Mountain Rhymes*; (9) jfs.

KENTUCKY FEMALE ORPHAN SCH., MIDWAY: (2) Lucy Peterson; (3) AB, U. Ky.; AM, Columbia U.; (5) math. t., 22 yrs.; prin., 1 yr.; supt., 7 yrs.; (6) 1907; (7) supt., 1930; (9) gbw.

LOUISVILLE, DUPONT MANUAL TRAINING H. S.: (2) F. J. Corl; (4) Cornell U.; U. Mich.; (5) mech. dr. t., 45 yrs.; (6) 1892; (9) clj.

LOUISVILLE, DUPONT MANUAL TRAINING H. S.: (2) Fred J. Fischer; (4) U. Ky.; (5) woodworking t., 33 yrs.; (6) 1904; (9) clj.

LOUISVILLE, MALE H. S.: (2) W. F. Bradbury; (3) AB, Harvard U.; (4) Harvard U.; U. Louisville; (5) Eng. instr.; (7) 1905, Eng. instr.; (8) hd Eng. department, 1915-22; faculty adviser Athenaeum Literary Association since 1905, The School Spectator since 1905, and school annuals 1914-34; in charge public speaking, 1915-30; coached commencement speakers, 1916-37; dramatic coach, 1910-11; assisted in collecting historical data of Male; wrote booklet *What Male High School Stands For*; baseball coach since 1905; freshman football coach, 1920-26,

LOUISVILLE, MALE H. S.: (2) H. D. Cannon; (3) PhB, Cornell U.; (4) Hanover, Ger.; Paris, France; (5) gen. ass't, 1900-07; Lat. instr., hd Lat. dept., 1908-32; ass't prin., 1926-33; (6) 1900; (7) Lat. instr., 1900; (8) established L. M. H. S. Latin Bulletin, 1920; established L. M. H. S. Latin Club, 1919; originated Bi-State Latin Contests (Kentucky, Indiana), 1920.

LOUISVILLE, MALE H. S.: (2) J. B. Carpenter; (3) AB, AM, U. Mich.; (4) U. Mich.; (5) Lat. instr., 1904-06; Gr. instr., 1906-14; Gr.,

Lat. instr., 1914-17; supervisor Lat., mod. lang., Louisville p. s., 1931-33; supervisor Lat., mod. lang., Louisville p. s., Lat. instr. Barret Jr. h. s., 1934-37; (6) 1904; (8) established the band; began the "H" book for the school in 1920; instrumental in procuring more rigid athletic rules in Kentucky high schools; enrolled Male High School in the National Cum Laude Scholarship Society, 1922.

LOUISVILLE, MALE H. S.: (2) H. R. Gers; (3) AB, Indiana U.; (4) U. Louisville; (5) Ger., algebra instr., 1905-06; algebra, phys. instr., 1907-08; phys. instr., 1908-37; (6) 1905; (8) organized Scientific Society, 1911.

UNION COLLEGE, BARBOURVILLE: (2) Abigail E. Weeks; (3) AB, Dickinson Coll.; AM, Columbia U.; (4) Keokuk Coll.; (5) instr. in academy, 1905-20; prof. Eng. in coll., 1920-37; librarian, 1924-31; (6) 1905; (7) prof. emer.; (9) jog.

U. OF KENTUCKY, LEXINGTON: (2) George Roberts; (3) BPed, U. Ky.; MS, U. Ky.; (6) 1901; (7) prof. agronomy, ass't dean coll. agri.

U. OF KENTUCKY, LEXINGTON: (2) O. M. Shedd; (3) BS, MS, U. Ky.; (6) 1902; (7) research chemist, univ. exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) Howell D. Spears; (3) BS, MS, U. Ky.; (6) 1907; (7) research chemist, univ. exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) Mrs. Florence Offut Stout; (3) grad. New Haven Norm. Sch. Gymnastics; (6) 1902; (7) prof. phys. ed.

U. OF KENTUCKY, LEXINGTON: (2) J. D. Turner; (3) BPed, LLB, U. Ky.; (6) 1900; (7) hd dept. feeds, exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) Saxe Dabney Averitt; (3) BS, Bethel Coll.; MS, U. Ky.; (6) 1901; (7) chemist, exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) William J. Carrell; (3) BS, CE, Michigan Agri. Coll.; (6) 1906; (7) prof. structural engin.

U. OF KENTUCKY, LEXINGTON: (2) Henry E. Curtis; (3) BS, MS, U. Ky.; (6) 1888; (7) hd fertilizer dept., exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) Joseph M. Davis; (3) AB, BS, Hampden-Sydney Coll.; MA, U. Ky.; (6) 1891; (7) prof. emer. math.

U. OF KENTUCKY, LEXINGTON: (2) Mary LeGrand Didlake; (3) BS, MS, U. Ky.; (6) 1901; (7) ass't in entomology, bot., exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) Harrison Gorman; (3) DSc; (6) 1889; (7) emer. prof. entomology, bot.

U. OF KENTUCKY, LEXINGTON: (2) Ezra L. Gillis; (3) AB, Central Norm. Coll.; (6) 1907; (7) dir., bureau of source materials for grad. reference wk.

U. OF KENTUCKY, LEXINGTON: (2) E. S. Good; (3) BS, MS, Mich. Agri. Coll.; (6) 1906; (7) hd dept. animal husbandry, univ. exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) T. T. Jones; (3) AB, AM, U. Ky.; PhD, Harvard U.; (6) 1902; (7) dean of men, prof. anc. lang.

U. OF KENTUCKY, LEXINGTON: (2) Margaret I. King; (3) AB, U. Ky.; BS, Columbia U.; (6) 1905; (7) univ. librarian.

U. OF KENTUCKY, LEXINGTON: (2) Ralph N. Maxson; (3) BS, Rhode Island St. Univ.; PhD, Yale U.; (6) 1906; (7) prof. chem., hd dept.

U. OF KENTUCKY, LEXINGTON: (2) C. R. Melcher; (3) AB, LLD, Hanover; AM, U. Chicago, U. Leipsic; LLB, U. Louisville; (6) 1907; (7) emer. prof. Ger. lang., lit.

U. OF KENTUCKY, LEXINGTON: (2) Franklin E. Tuttle; (3) AB, AM, Amhurst Coll.; PhD, U. Göttinger; (6) 1906; (7) prof. emer. chem.

U. OF KENTUCKY, LEXINGTON: (2) Erle C. Vaughn; (3) AB, U. Ky.; (6) 1906; (7) field agt., dept. markets, univ. exper. sta.

U. OF KENTUCKY, LEXINGTON: (2) William S. Webb; (3) MS, U. Ky.; (6) 1901; (7) hd phys. dept.

U. OF KENTUCKY, LEXINGTON: (2) Alfred C. Zembrod; (3) MS, Heidelberg U.; (6) 1906; (7) emer. prof. rom. lang.

U. OF KENTUCKY, LEXINGTON: (2) James Thomas Cotton Noe; (3) AB, AM, Franklin Coll.; (5) Eng. instr., 2 yrs.; asso. prof. ed., 3 yrs.; prof. ed., 23 yrs.; hd dept. ed., 13 yrs.; (6) 1905; (7) prof. emer., 1934; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Louis Edward Nollau; (3) BME, ME, St. Coll. of Ky.; (5) instr. wood shop, dr.; ass't prof. dr.; prof. dr.; hd dept. dr.; (6) 1904; (7) hd dept. dr., 1917; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Merry Lewis Pence; (3) BS, U. Ky.; (5) prof. elec. engin., 5 yrs.; asso. prof. physics, 1 yr.; prof. physics, hd dept., 34 yrs.; (6) 1881; (7) prof. emer. physics, 1929; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Alfred Meredith Peter; (3) BS, MS, U. Ky.; (4) adj. prof. chem., nat. hist., 1 yr.; ass't, analytical chem., 4 yrs.; prof. soil tech., 19 yrs.; act. dir. exper. sta., 1 yr.; (6) 1879; (7) prof. emer. soil tech., 1929; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Gordon Owen Thurman; (5) engin., ass't wood shop; ass't steam, elec. engin.; instr. machine, forge shops; hd dept. practical mech., supt. shops; (6) 1904; (7) hd dept. practical mech., supt. shops, 1934; (9) lmc.

LOUISIANA

LOUISIANA COLLEGE, PINEVILLE: (2) Claybrook Cottingham; (3) BA, MA, U. Richmond; (5) prof. Gr., phil., 3 yrs.; pres., 27 yrs.; (6) 1906; (7) pres., 1910; (9) cc.

LOUISIANA POLY. INST., RUSTON: (2) Harry Howard; (3) Bachelor of Industries, La. Tech.; (5) instr. commercial subjects, 1897-1910; treas., 1900—; (6) 1897; (9) fm.

LOUISIANA POLY. INST., RUSTON: (2) Helen Graham; (3) BI, La. Poly. Inst., BS, Columbia U.; AM, Peabody Coll.; (4) U. Chicago; U. Colorado, U. Wis.; U. Ill.; Purdue U.; Tech. Norm., Chicago; U. Tex. M. S. C. W.; Chicago Norm.; (5) ass't home ec., 3 yrs.; hd foods dept., 1 yr., hd home ec. dept., 31 yrs.; (6) 1902; (7) dir. home ec., 1907; (8) has worked extensively in state programs in child development and nursery school work; held numerous offices in state home economics organizations; (9) fm.

LOUISIANA POLY. INST., RUSTON: (2) Kathleen Graham; (3) AB, La. Poly. Inst., AM, Peabody Coll.; (4) Peabody Coll.; (5) librarian, 1907—; (6) 1907; (8) author: *Notes on a History of Lincoln Parish*; (9) fm.

LOUISIANA ST. NORM. COLLEGE, NATCHITOCHES: (2) Dean Edwards Varnado (Miss); (3) BS, AM, Columbia U.; (5) prof. hist., 32 yrs.; dean of women, prof. hist., 12 yrs.; (6) 1905; (7) dean of women, 1933; (9) mpr.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) Edith Garland Dupre; (3) AB, Newcomb; AM, Cornell U.; (4) Johns Hopkins U.; U. Wash.; U. Mich.; U. Wis.; (5) hd Eng. dept.; (6) 1901; (8) continuously chairman of faculty committee of standards; chairman of faculty committee on student organizations; promoter of students' literary and debating society work; (9) els.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) Hugh Duncan McLaurin (Miss); (4) Posse Gym. Sch. Phys. Ed.; U. Wash.; U. Mich.; U. Wis.; (5) phys. ed., women; (6) 1902; (8) promoter of health and physical development in girls and women of the college from the beginning with Swedish system of gymnastics and intramural games; (9) els.

WESTWEGO H. S.: (2) Stella Eleanor Worley; (3) AB, Tulane U.; (4) La. St.; (5) prin.; (6) 1899.

MISSISSIPPI

CLARKSDALE: (2) H. B. Heidelberg; (3) BA, Millsaps Coll.; MA, U. Mich.; (5) supt. city sch., 33 yrs.; (6) 1905; (8) pres. Miss. Ed. Asso., 1918-19; chmn. Sec. Sch. Commn., Sou. Asso, 1924-25; pres., Sou. Asso., 1934-35; (9) hbh.

HAZLEHURST H. S.: (2) Rea Ard; (3) BA, Tulane U.; (4) Tulane U., Peabody Coll.; (5) Eng., Lat., soc. studies, 1905-37; (7) Eng., Lat., 1905—; (9) csh.

MISSISSIPPI COLLEGE, CLINTON: (2) John William Provine; (3) BS, MA, U. Miss.; PhD, Göttingen; (5) prof. nat. sci., 1892-1911; chmn. faculty, 1895-1897; pres., 1897-98; pres., 1911-1932; pres. emer., t. organic chem., Ger., 1932—; (8) many times voted "most popular professor" by students; during his admin., many buildings erected, an endowment accumulated, and the college given recognition as member of Sou. Asso.; (9) ams.

MISSISSIPPI COLLEGE, CLINTON: (2) Murray Latimer; (3) BA, BS, MA, Miss. Coll.; (4) U. Chicago; (5) prof. Gr., 1898-1932; chmn. comm. on credits, 1915-1932; prof. anc. lang., 1932—; (6) 1898; (9) ams.

MISSISSIPPI COLLEGE, CLINTON: (2) Jesse Thomas Wallace; (3) BS, U. Miss.; AM, U. Chicago; PhD, Columbia U.; (4) U. Chicago; Columbia U.; (5) hist. t., hd soc. sci. dept., 1907—; (7) prof. soc. sci., hist., ec.; (9) ams.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Weenona Poindexter; (3) grad. New Eng. Conservatory of Music; (4) studied with Emil Liebling, Dr. Goetschius, Felix Fox, Carl Stasney; (5) dir. music, 1894-98; dir. piano, 1898-1934; ass't prof. music, 1934—; (8) developed the college as a center of music education; largely influential in securing the appropriation for the music building; (9) gtb.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Emma Ody Pohl; (4) Chautauqua, Sch. of Phys. Ed.; U. Missouri; U. Illinois; Chicago Sch. Phys. Ed.; N. Y. Sch. Phys. Ed.; (5) dir. phys. ed., 1907-33; prof. phys. ed., 1933—; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Nellie S. Keirn; (3) AB, Miss. St. Coll. for Women; AM, U. Wisconsin; (4) U. Wisconsin; Columbia U.; (5) fellow ed., 1906-07; ed. t., 1908-11; hd geog., 1912-19; ass't prof. ed., 1912-25; dean, 1919-30; v. p., 1925-30; act. pres., 1929-30; dean, v. p., 1932—; (6) 1906; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Cornelia Hudson; (3) AB, M. S. C. W.; AM, Columbia U.; (5) fellow hist., 1903-05; ass't in Lat., 1906-19; act. prof. anc. lang., 1920-21; ass't prof. mod. lang., 1920-33; social adviser, 1933-38; (6) 1903; (9) gtb.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Etta Atwell; (3) grad. in piano, M. S. C. W.; BM, Sherwood Music Sch.; (4) Am. Conservatory; studied with Georgia Kober, Walter Keller, Ernest

Hutcheson, Edwin Hughes, Percy Grainger; (5) ass't piano, 1906-20; instr. piano, 1920-21; ass't dir. piano, 1921-32; ass't piano, 1932-34; ass't prof. music, 1934—; (9) gtb.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Martha Oliver Eckford; (3) BS, M. S. C. W.; AM, Columbia U.; ScD., Johns Hopkins; (4) Columbia U.; Johns Hopkins; Oxford U.; Cambridge U.; (5) instr. Lat., 1907-08; ass't math., 1908-10; ass't prof. biol., 1910-12; prof. bacteriology, hygiene, 1913—; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Margaret Boyd; (3) AB, M. S. C. W.; (4) U. Chicago; (5) fellow math., 1903-05; ass't math., 1906-20; instr. math., 1921-30; ass't registrar, 1921—; (6) 1903; (9) gtb.

WEST POINT H. S.: (2) Carita Brinker; (3) AB, Miss. St. Coll. for Women; (4) Miss. St. Coll.; Tulane U.; (5) grade t., 10 yrs.; h. s. hist. t., 23 yrs.; (6) 1904; (7) 1914; (9) bdm.

NORTH CAROLINA

DUKE UNIVERSITY, DURHAM: (2) William Preston Few; (3) AB, LLD, Wofford Coll.; AM, PhD, Harvard U.; LLD, Southwestern, Alleghany Coll., Syracuse U., Ohio Wesleyan, U. N. C.; LittD, Birmingham-Southern Coll.; (5) prof. Eng., 1896-1910; dean, 1902-1910; pres. Trinity Coll., Duke U., 1910—*; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Robert Lee Flowers; (3) grad. U. S. Naval Academy; AM, Trinity Coll.; LLD, Davidson Coll.; (5) instr. math., 1891; prof., hd dept., 1892-1933; sec. corp., 1910—; treas., recording sec. to board of trustees, 1923—; v. p., bus. division, 1924—; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Charles William Edwards; (3) AB, Trinity Coll.; AM, Tulane U.; MS, N. Y. U.; (5) prof. physics, 1898—; hd dept.; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) William Henry Glasson; (3) PhB, Cornell U.; PhD, Columbia U.; (5) prof. pol. economy, soc. sci., hd dept., 1902—; dean grad. sch. arts and sci., 1926—; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Albert Micajah Webb; (3) AB, AM, Yale U.; (4) U. Sorbonne; U. Madrid; (5) prof. rom. lang., hd dept., 1903—; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) William Hane Wannamaker; (3) AB, LittD, Wofford Coll.; AM, Trinity Coll., Harvard U.; (4) Leipsic,

* President of the Southern Association, 1932-33, member of the Executive Committee, 1933-36, and for many years member of the Commission on Institutions of Higher Education.—Editor.

Berlin, Tübingen, Bonn; (5) prof. Ger. lang., lit., 1904—; dean Trinity Coll., Duke U., 1917—; v. p. ed. division, 1926—; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) William Kenneth Boyd; (3) AB, AM, Trinity Coll.; PhD, Columbia U.; (5) prof. hist., 1906; hd dept.; dir. univ. libraries, 1930-34; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Joseph Penn Breedlove; (3) AB, AM, Trinity Coll.; (5) librarian, Trinity Coll., Duke U. since 1898; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Wilbur Wade Card; (3) AB, Trinity Coll.; (4) Harvard U.; (5) dir. gym., instr. phys. ed., 1902—; (9) wrm.

GOLDSBORO H. S.: (2) Nellie Cobb; (3) dip. Norfolk Coll., Boston Cooking Sch.; (4) U. N. C.; U. Chicago; Columbia U.; Chautaugua, N. Y.; (5) home ec. t., 6 yrs.; math. t., 24 yrs.; (6) 1905; (7) 1911; (9) bpj.

GREENSBORO COLLEGE, GREENSBORO: (2) W. M. Curtis; (3) PhB, U. N. C.; (5) bus. mgr., treas., 32 yrs.; (6) 1905; (9) wmc.

GREENSBORO COLLEGE, GREENSBORO: (2) Annie M. Pegram; (3) AB, AM, Duke U.; (4) Duke U.; Columbia U.; (5) prof. math.; (6) 1901; (8) work in student life activities; coöperation with outside civic and religious organizations; for ten years has served as a member of County Welfare Board; (9) llg.

GREENSBORO COLLEGE, GREENSBORO: (2) Conrad Lahser; (3) AM, Columbia U.; Doc. Mus, Southern Conservatory; (4) Columbia U.; (5) prof. Ger., 30 yrs.; dir. music dept., 9 yrs.; asso. prof. Fr., musicology; (6) 1907; (7) prof. Ger., 1907; (8) past pres. N. C. Music Teachers' Asso.; life member, Mod. Lang. Asso.; life m., Art. Publ. Soc.; (9) cl.

GUILFORD COLLEGE, GUILFORD COLLEGE: (2) Raymond Binford; (3) BS, Earlham Coll.; SM, U. Chicago; PhD, Johns Hopkins U.; (4) U. Chicago, Johns Hopkins U.; (5) prof. biol., geol., 1901-14; pres., prof. biol., 1918-34; pres. emer., prof. biol., 1934—; (6) 1901; (8) built Guilford College into Sou. Asso. member; one of the founders and past president of the N. C. Coll. Conf.; (9) cam.

MARS HILL COLLEGE, MARS HILL: (2) Edna Corpening Moore (Mrs.); (6) 1895; (7) bursar since 1907; (9) jam.

MARS HILL COLLEGE, MARS HILL: (2) Robert Lee Moore; (3) AB, EdD, Wake Forest Coll.; (4) U. N. C.; (5) pres., 1897—; (9) jam.

MEREDITH COLLEGE, RALEIGH: (2) Ida Isabella Poteat; (3) N. Y. Sch. Fine Arts.; Cooper Union Art Sch.; Sch. Applied Design; pupil of Mounier; Chase Class (London); (5) prof. art, 38 yrs.; (6) 1899; (9) ceb.

MEREDITH COLLEGE, RALEIGH: (2) J. G. Boomhour; (3) AB, Colgate U.; AM, U. Chicago; (5) prof. nat. sci., 6 yrs.; dean, prof. nat. sci., 6 yrs., dean, prof. biol., phys., 2 yrs.; dean, prof. phys., 17 yrs.; (6) 1904; (7) dean, prof. phys., 1920; (9) ceb.

MEREDITH COLLEGE, RALEIGH: (2) Mrs. Gertrude Royster Sorrell; (3) grad. St. Mary's Sch., N. C. C. W.; (4) Columbia U., Yale U.; (5) dir. phys. ed.; (6) 1904; (9) ceb.

PEACE INSTITUTE, RALEIGH: (2) Lovie Jones; (3) (4) grad. Peace Inst.; Sherwood Sch. Music; Fontainebleau Sch. Music; studied with Joseffy (New York), Wager Swayne (Paris), Francis Moore, Sidney Silber; (5) t. piano, harmony; (6) 1902; (9) wc.

QUEENS-CHICORA COLLEGE, CHARLOTTE: (2) Samuel Craig Byrd; (3) AB, AM, DD, LLD, Presbyterian Coll.; grad. Columbia Theol. Sem.; (5) pres., 1906-30, Chicora Coll.; pres. emer., act. registrar, 1930—; (6) 1906; (9) jmg.

QUEENS-CHICORA COLLEGE, CHARLOTTE: (2) Wilhelmina Cozby Byrd (Mrs.); (3) grad. Mary Baldwin Sem.; LittD, Presbyterian Coll.; Chicora Coll. for Women; (4) seminars on Bible, rel. ed.; (5) dean of women, prof. Bible, rel. ed., 24 yrs.; prof. Bible, rel. ed., 7 yrs.; (6) 1906; (7) prof. Bible, rel. ed., 1930—; (8) author: *Outline of Bible Study*, *Christ's Lily*, *God's Ideal for the Christian*; (9) jmg.

SALEM COLLEGE, WINSTON-SALEM: (2) Otelia Barrow; (5) instr. bus. subjects., 1892—; (9) mhb.

SALEM COLLEGE, WINSTON-SALEM: (2) Sallie Vest; (5) instr. piano, sec. music dept.; (6) 1880; (9) mk.

WAKE FOREST COLLEGE, WAKE FOREST: (2) W. R. Cullom; (3) MA, Wake Forest Coll.; ThM, ThD, Sou. Baptist Theol. Sem.; (4) U. Chicago; (5) hd dept. rel., 1896—; act. dean, 1 yr.; (8) inaugurated formal study of the Bible at Wake Forest; (9) wrc.

WAKE FOREST COLLEGE, WAKE FOREST: (2) Elliott B. Earnshaw; (3) BA, MA, Wake Forest Coll.; (5) ass't to bursar, 1903-06; instr. math., act. bursar, 1906-07; bursar, sec., 1907—; ass't sec. board of trustees, 1907-23; supt. coll. hospital, 1911—; sec. board trustees, 1923—; (8) v. p. Asso. Univ. and Coll. Business Officers of Eastern States, 1926, pres., 1929; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) Joseph Hendren Gorrell; (3) AB, MA, Washington and Lee U.; PhD, Johns Hopkins U.; (4) U. Leipzig; (5) hd dept. mod. lang., 1894; (9) jhg.

WAKE FOREST COLLEGE, WAKE FOREST: (2) NEEDHAM Y. GULLEY; (3) AM, LLD, Wake Forest Coll.; (5) prof. law, 1894—; dean of coll., 1916-19; dean sch. law, 1905-35; dean emer. sch. law, 1935—; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) JAMES L. LAKE; (3) MA, Richmond Coll.; (5) prof. physics, 1899-1932; prof. emer. physics, 1932—; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) GEORGE WASHINGTON PASCHAL; (3) BA, Wake Forest Coll.; PhD, U. Chicago; (5) asso. prof. Lat., Gr., 1896-11; prof. Lat., Gr., 1911-27; prof. Gr., 1927—; registrar, 1905-26; (8) made first card catalogue of coll. library; wrote history of Wake Forest Coll. and North Carolina Baptists; (9) gwp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) WILLIAM LOUIS POTEAT; (3) BA, MA, Wake Forest Coll.; (4) Martha's Vineyard Lab.; U. Berlin; (5) tutor lang., 2 yrs.; ass't prof. nat. sci., biol., 3 yrs.; prof. biol., 55 yrs.; pres., 1905-27; (6) 1878; (7) 1883; (8) standardized and organized the institution; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) BENJAMIN SLEDD; (3) MA, LittD, Washington and Lee U.; (4) Sorbonne; universities in Italy and Switzerland; (5) prof. mod. lang., 1888-95; prof. Eng., 1895—; (9) gsp.

WAKE FOREST COLLEGE, WAKE FOREST: (2) EDGAR W. TIMBERLAKE, JR.; (3) BA, Wake Forest Coll.; LLB, U. Va.; (5) dean of coll., 1919-22; (6) 1906; (7) prof. law, 1906; (9) gsp.

WINSTON-SALEM, R. J. REYNOLDS H. S.: (2) MARY C. WILEY; (3) AB, N. C. C. W.; (4) Salem Coll.; (5) grade sch. t., 13 yrs.; Eng. t., h. s., hd dept., 27 yrs.; (6) 1895; (7) hd Eng. dept., 1910; (8) supervisory work; contributor to educational journals; (9) crj.

SOUTH CAROLINA

CHARLESTON, H. S. OF CHARLESTON: (2) FRED S. MULLER; (3) BS, Citadel; (5) hd math. dept., 25 yrs.; vice prin., 5 yrs.; (6) 1903; (7) vice prin.; (8) supervisory work with students; (9) hos.

COLLEGE OF CHARLESTON, CHARLESTON: (2) HARRISON RANDOLPH; (3) MA, U. Va.; LLD, Wash'n & Lee; U. S. C.; (5) pres., 40 yrs.; prof. math., 36 yrs.; (6) 1897; (7) pres., 1897; (9) kl.

COLLEGE OF CHARLESTON, CHARLESTON: (2) LANCELOT MINOR HARRIS; (3) AB, U. Va.; PhD, Johns Hopkins U.; LittD, Wake Forest Coll.; (4) Oxford U.; (5) prof. Eng., 39 yrs.; (6) 1898; (7) prof. Eng. (9) kl.

CONVERSE COLLEGE, SPARTANBURG: (2) William H. Morton; (3) BS, Centre Coll.; ScD, Presbyterian Coll.; (4) Columbia U.; U. Chicago; (5) prof. phys., astronomy, 1903—; (6) 1903; (8) inventor of scientific apparatus for laboratory use; (9) mka.

CONVERSE COLLEGE, SPARTANBURG: (2) Mary Wilson Gee; (3) BA, MA, Converse Coll.; LittD, Presbyterian Coll.; (4) U. Chicago; Columbia U.; (5) prof. Lat., 1896-1917; dean, prof. Lat., 1917—; (6) 1896; (8) student counselor; (9) mka.

CONVERSE COLLEGE, SPARTANBURG: (2) Mary Hart Law; (3) BMus, Converse Coll.; (4) Columbia U.; pupil of O. A. Bauer, Mrs. Crosby Adams, Ferdinand Dunkley, Eliza von Graves-Jones; (5) instr. piano, 1894-1902; ass't prof. piano, 1902-04; asso. prof. piano, 1904-10; asso. prof. piano, hist. mus., 1910-18; prof. piano, counterpoint, hist. mus., 1918-26; prof. hist. mus., public sch. mus., 1926-33; prof. counterpoint hist. mus., 1933—; (6) 1894; (8) organized Spartanburg Women's Music Club and president since 1905; received first B. Mus. degree conferred by Converse College; (9) mka.

CONVERSE COLLEGE, SPARTANBURG: (2) Joseph A. Tillinghast; (3) BS, MA, LittD, Davidson Coll.; (4) Cornell U.; (5) prof. hist., ec., 1902-16; prof. hist., soc. sci., 1916-20; prof. soc., ec. sci., 1920—; (6) 1902; (8) active in civic and social life of Spartanburg; author of various editorials and occasional articles; (9) mka.

FURMAN UNIVERSITY, GREENVILLE: (2) Sidney Ernest Bradshaw; (3) AB, (hon.) AM, Bethel Coll.; PhD, U. Va.; LLD, Furman U.; (4) Lang. Sch. of Paris; (5) prof. mod. lang., 1904—; act. pres., 1918-19; (6) 1904; (8) author: *On Southern Poetry Prior to 1860, 1900*; author of many editorials and addresses; (9) msf.

FURMAN UNIVERSITY, GREENVILLE: (2) Bennette Eugene Geer; (3) BA, MA, LittD, LLD, Furman U.; (5) prof. Eng., 1896-1911; treas., 1910-27; trustee, 1912-33; pres., 1933—; (8) during his administration a graduate school and three new departments have been established and the coördination of Furman University and Greenville Woman's College completed; (9) msf.

SUMTER H. S.: (2) Leonora C. McLaurin; (3) dip. Winthrop Coll.; (4) U. Va.; U. S. C.; Chautauqua, N. Y.; (5) math. t., 1906-17; prin. Girls' h. s., 1917-37; act. supt. p. s., 1935-36; (6) 1906; (7) resigned June, 1937; (8) student counselor; instrumental in helping numbers of girls secure college educations; (9) wfl. (See article on the Sumter schools in November, 1937 issue of the Quarterly.)

WINTHROP COLLEGE, ROCK HILL: (2) James Pinckney Kinard; (3) BS, Citadel; LLD, PhD, Johns Hopkins U.; (5) prof. Eng., 1895-1913;

prof. psy., dean coll., 1917-29; pres. 1929-34; pres. emer., 1934—; (6) 1895; (9) sp.

WOFFORD COLLEGE, SPARTANBURG: (2) HENRY NELSON SNYDER; (3) AB, MA, Vanderbilt U.; LittD, LLD, U. S. C., LLD, Duke U., Furman U.; (4) U. Göttingen; (5) prof. Eng., 47 yrs.; pres., 36 yrs.; (6) 1890; (7) pres., 1902; (8) during his administration the physical plant has been doubled and the endowment increased; author: *The Persistence of Spiritual Ideals in English Letters; Sidney Lanier; Study in Interpretation; Old Testament Narratives*; president for past twenty years of Asso. of S. C. Colleges; (9) kdc.

WOFFORD COLLEGE, SPARTANBURG: (2) JOSEPH AUGUSTUS GAMEWELL; (3) AB, MA, LLD, Wofford Coll.; (4) Cornell U.; (5) ass't prof., 1876-78; ass't prof. Eng., 1878-81; prof. in charge sub-collegiate dept., 1881-85; prof. Lat., 1885—; (6) 1876; (7) prof. Lat., 1885; (8) sec. to faculty for past 59 yrs.; chmn. Wofford Coll. Lyceum Comm., past 40 yrs.; (9) kdc.

WOFFORD COLLEGE, SPARTANBURG: (2) JOHN GEORGE CLINKSCALES; (3) AB, MA, Wofford Coll.; LLD, Erskine Coll.; (4) Johns Hopkins U.; Cornell U.; (5) prof. math., 1899; (8) author: *How Zach Came to College; On the Old Plantation*; teacher for 62 yrs. in the state of South Carolina; largely responsible for the compulsory education law for South Carolina; (9) kdc.

WOFFORD COLLEGE, SPARTANBURG: (2) COLEMAN B. WALLER; (3) AB, MA, Wofford Coll.; PhD, Vanderbilt U.; (4) Johns Hopkins U.; Cornell U.; Western Reserve U.; (5) prof. chem., biol., 33 yrs.; (6) 1904; (9) kdc.

WOFFORD COLLEGE, SPARTANBURG: (2) A. MASON DUPRE; (3) AB, MA, Wofford Coll.; LLD, Furman U.; (4) Vanderbilt U.; U. Chicago; Cornell U.; U. Wis.; Columbia U.; (5) ass't headmaster Wofford Fitting Sch., 1895-97; headmaster, 1897-1912; prof. Lat., math., 1912—; dean, 1920—; act. pres., 1920-21; (6) 1895; (7) 1912; (8) pres. S. C. State Teachers Asso., 1922-23; (9) kdc.

TENNESSEE

CARSON-NEWMAN COLLEGE, JEFFERSON CITY: (2) TENNESSEE JENKINS (MISS); (3) AB, Carson-Newman Coll.; AM, Columbia U.; (4) U. Chicago; Harvard U.; (5) prof. Eng., hist.; (6) 1893; (7) prof. hist., 1907; (9) jtw.

CHATTANOOGA, CENTRAL H. S.: (2) J. A. SETTIFFE; (3) AB, AM, U. Ky.; (4) U. Chicago; U. Chattanooga; (5) hd dept. foreign lang., 16 yrs.; foreign lang. t., 15 yrs.; (6) 1908; (7) retired on pension July, 1937; (8) served as chaplain for 16 yrs.; (9) sen.

CLARKSVILLE H. S.: (2) Lucy C. Bailey; (3) AB, AM, T. C. Columbia U.; (4) U. Tex. Summer Sch.; Peabody Norm.; (5) grade t., 10 yrs.; Eng. t., ass't prin. h. s., 26 yrs.; (6) 1900; (7) Eng. t., 1910; ass't prin. h. s., 1915; (8) has directed senior play since 1922; dean of girls; (9) lcb.

GEORGE PEABODY COLLEGE, NASHVILLE: (2) Charles Edgar Little; (3) AB, Peabody Coll.; PhD, Vanderbilt U.; LittD, Oglethorpe; (4) U. Chicago; (5) instr. Lat., math., 1891-99; prof. Lat., 1899-1911; prof. classical lang., 1911—; supt. summer session, 1903-09; act. pres., 1910-11; sec. board of trustees, 1913—; sec.-treas., board of trustees, 1917-27; act. pres., April, 1937; (6) 1891; (8) connecting link between the old and new Peabody; (9) jr.

KNOXVILLE H. S.: (2) Mary Beard; (3) BA, U. Tenn.; AM, Columbia U.; (4) Long Island Biological Laboratory; Cornell U.; U. Calif.; (5) grammar sch. t., 13 yrs.; t. Boyd jr. h. s., 2 yrs.; t. Park Lowry h. s., 3 yrs.; t. Knoxville h. s., 17 yrs.; (6) 1902; (7) biol. t. Knoxville h. s., 1920.

KNOXVILLE H. S.: (2) Elizabeth Kurth; (3) BA, U. Tenn.; (4) U. Tenn.; (5) Ger. t., 8 yrs.; math. t., 24 yrs.; (6) 1905; (7) math. t.

MARYVILLE COLLEGE, MARYVILLE: (2) Susan Allen Green; (3) AB, Smith Coll.; AM, U. Chicago; LHD, Maryville Coll.; (4) U. Chicago; Woods Hole Marine Laboratory; Biol. Lab. Cold Spring Harbor, Long Island; (5) prof. biol., geol., 1906-12; prof. biol., 1912—; (6) 1906; (7) prof., hd dept. biol., 1912; (8) fellow Am. Asso. for Advancement of Sci.; (9) rwl.

MARYVILLE COLLEGE, MARYVILLE: (2) Nita Eckles West (Mrs.); (3) BO, Grant U.; AB, Murphy Coll.; (4) Summer Sch. of the South, Knoxville; Duke U.; (5) dramatic art t., 1899-1915; hd special dept., 1915-36; asso. prof. dramatic art, 1936—; (6) 1899; (9) rwl.

TENNESSEE WESLEYAN COLLEGE, ATHENS: (2) Frances Cullen Moffitt; (3) MusB, Franco-Am. Conservatory; (4) Metropolitan Sch. Music; New Eng. Conservatory; Heinze Sch. Artistic Piano Playing; Caruthers Norm. Sch.; Columbia U.; Cincinnati Conservatory Music; (5) piano, harmony t., 1901-16; dir. music, t. piano, harmony, 1917—; (6) 1901; (9) cd.

TUSCULUM COLLEGE, GREENVILLE: (2) Landon Carter Haynes; (3) AB, AM, LLD, Tusculum Coll.; (4) U. Chicago; (5) instr. Gr., 1877-1880; instr. Sp., 1880-1883; prof. physics, 1883-85; prof. math., 1883—; dean, 3 yrs.; (6) 1877; (8) 61 yrs. of service to college; (9) os.

U. OF TENNESSEE, KNOXVILLE: (2) Gordon Mansir Bentley; (3) BSA, MA, Cornell U.; MS, U. Tenn.; (5) zoöl., entomology instr., 1905-07; ass't prof., ass't state entomologist, 1907-09; asso. prof. entomology, state entomologist, 1909-27; prof. entomology, state entomologist, 1927—; (6) 1905; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) CHARLES EDWARD FERRIS; (3) BS, Mich. State Coll.; (5) instr. dr., 1892-1900; ass't prof., 1900-02; prof. mech. engin., 1902-13; dean coll. engin., 1913; (6) 1892; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) WILLIAM EVERETTE GRAINGER; (3) BS, U. Tenn.; (5) asso. chemist agric. exper. sta., 1905-22; ass't chem., 1922-23; instr. chem., 1923—; (6) 1905; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) JOHN BASCOM HAMILTON; (3) BA, U. Texas; AM, U. Chicago; (5) instr. math., 1906-07; ass't prof. math., 1907-09; asso. prof. math., 1909-12; prof. math., 1912—; (6) 1906; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) CHARLES OTIS HILL; (3) BA, U. Tenn.; PhC, U. Mich.; MS, U. Tenn.; (4) U. Mich.; (5) instr. pharmaceutical chem., 1898-1906; ass't prof. chem., instr. pharmacy, 1906-14; asso. prof. organic, agric. chem., 1914-20; prof. organic chem., 1920—; (6) 1898; (9) rft.

U. TENNESSEE, KNOXVILLE: (2) JAMES D. HOSKINS, BS, MA, LLB, U. Tenn.; LLD, Maryville Coll.; LittD, Cumberland U.; (4) Maryville Coll.; Cumberland U.; (5) ass't prof. hist., 1900-04; ass't prof. hist., ec., 1904-07; prof. hist., ec., 1907-12; dean coll. liberal arts, 1912-21; dean univ., 1921-34; pres., 1934—; (6) 1900; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) MOSES JACOB; (3) VMD, U. Penn.; (5) instr. vet. sci., 1901-12; prof. vet. sci., animal husbandry, 1912—; dean coll. agric., 1936—; (6) a901; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) ROBERT CLAYTON MATTHEWS; (3) BS, U. Ill.; (5) ass't prof. dr., mach. design, 1907-09; asso. prof. dr., mach. design, 1909-12; prof. dr., mach. design, 1912—; (6) 1907; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) CHARLES ANSEL MOOERS; (3) BS, U. Tenn.; (5) chemist of agric. exper. sta., instr. agric. chem., 1899-1905; chemist of agric. exper. sta., ass't prof. agric. chem., agronomy, 1905-07; chemist of agric. exper. sta., prof. agronomy, 1907-11; chemist, agronomist of agric. exper. sta., 1911—; (6) 1905; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) CHARLES ALBERT PERKINS; (3) BA, Williams; PhD, Johns Hopkins U.; (5) asso. prof. physics, elec. engin., 1892-93; prof. physics, elec. engin., 1893-1907; prof. elec. engin., dir. engin. exper. sta., 1897—; (6) 1892; (9) rft.

VANDERBILT UNIVERSITY, NASHVILLE: (2) JAMES HAMPTON KIRKLAND; (3) AB, AM, Wofford Coll.; PhD, Leipsic; (5) prof. Lat., 1886-93; chancellor, 1893-1937; chancellor emer.,* 1937—; (6) 1886; (9) occ.

* President emeritus of the Southern Association; organizer and for first thirteen years secretary and treasurer of the Southern Association, president of the Association, 1911-12 and 1920-21, almost continuously a member of the Executive Committee from the organization of the Southern Association until elected president emeritus.—EDITOR.

VANDERBILT UNIVERSITY, NASHVILLE: (2) JOHN DANIEL; (3) AB, MA, LLD, U. Ala.; (4) Johns Hopkins U.; U. Berlin; (5) fellow phys., 1888; instr. phys., 1889; adj. prof. phys., 1890-93; prof. phys., 1894—; (6) 1888; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) GUS W. DYER; (3) BA, Randolph-Macon; MA, BD, Vanderbilt U.; PhD, U. Chicago; (5) instr. ec., sociology, appl. Christianity, 1899-1908; ass't prof. ec., sociology, 1908-17; asso. prof. ec., sociology, 1917-19; prof. ec., sociology, 1919—; (6) 1899; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) L. C. GLENN; (3) AB, U. S. C.; PhD, Johns Hopkins U.; (5) adj. prof. geology, 1900-03; prof. geology, 1903—; (6) 1900; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) JAMES MCCLURE; (3) BA, MA, Vanderbilt; (5) ass't math., astronomy, 1900-03; ass't phys., 1904-07; instr. phys., 1908-18; instr. phys., math., 1919-23; ass't prof. math., phys., 1923; (6) 1900; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) MARY WEBB HAGGARD (MRS.); (5) registrar; (6) 1899; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) ROBERT B. STEELE; (3) BA, MA, U. Wis.; PhD, Johns Hopkins U.; (5) instr. Lat., 1901-03; adj. prof. Lat., 1903-08; asso. prof. Lat., 1908-23; prof. Lat., 1923—; (6) 1901; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: ALBERT MASON HARRIS; (3) grad. Emerson Coll. of Oratory; AB, AM, Cornell Coll.; (5) asso. prof. public speaking, 1902-23; prof., 1923—; (6) 1902; (9) occ.

WARD-BELMONT SCHOOL, NASHVILLE: (2) OLIVE CARTER ROSS; (3) BA, U. Nashville; AM, Columbia; (4) Columbia U.; Vanderbilt U.; (5) Eng. t., 1906-13; Eng., art hist. t., 1913—; (6) 1906; (8) for 16 yrs. conducted student tours Europe sponsored by Ward-Belmont; (9) jeb.

WARD-BELMONT SCHOOL, NASHVILLE: (2) PAULINE SHERWOOD TOWNSEND; (3) grad. New Eng. Conservatory; (4) City Coll.; Oberammergau, Cologne, Frieburg, Salzburg; England; (5) elocution t., 1903-13 (Belmont Coll.); expression t., 1913— (Ward-Belmont); (8) known for production of classic dramas and religious pageants; invited by U. S. S. R. to attend drama festival; (9) jeb.

TEXAS

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) EDWIN JACKSON KYLE; (3) BS, A. & M. Coll. of Tex.; BSA, MSA, Cornell U.; (5) ass't prof. hort.; prof. hort.; dean, sch. agric.; (6) 1902; (7) dean, sch. agric., 1911; (8) emphasized business and economic side of agriculture; his administration as dean has seen the enrollment in agriculture grow to be the largest in the nation; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Charles Puryear; (3) MA, Richmond Coll.; CE, Virginia; LLD, Daniel Baker; (4) U. Va.; Harvard U.; Columbia U.; U. Penn.; (5) asso. prof. civil engin., phys., 1889; prof. math., 1890; dean coll., prof. math., 1907; pres. pro tem, 1913-14; dean emer., 1932; (6) 1889; (7) dean emer., 1932; (8) developed internal practices and policies of the resident teaching division of the college; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Oscar Malville Ball; (3) BA, Virginia; MA, PhD, Leipzig; (5) prof., hd dept. biol., 1903; curator, coll. museum, 1937; (6) 1903; (8) author of publications on the fossil flora of Texas and the Southwest; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) John Brewer Bagley; (3) BA, Wake Forest Coll.; (4) N. C. St. Coll.; Miss. St. Coll.; (5) instr. textile engin., 1905; prof., hd dept., textile engin., 1908; dir. summer sch. cotton classing; (6) 1905; (8) responsible for training a large part of the men who are classing and grading cotton in Texas and the Southwest; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Charles Boyle Campbell; (3) PhB, De Pauw; PhD, U. Chicago; (4) U. Berlin; U. Grenoble; (5) instr. mod. lang., 1903; asso. prof. mod. lang., 1905; prof., hd dept., mod. lang., 1908; 1910-14, studying; (6) 1903; (7) hd dept. mod. lang., 1914; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Alva Mitchell; (3) BS, Central Coll.; BCE, A. & M. Coll. Tex.; (5) instr. dr., 1902; ass't prof. dr., 1909; prof., hd dept. dr., 1911; (6) 1902; (8) co-author of several texts on drawing and descriptive geometry; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) John Weems Mitchell; (3) AB, Maryville Coll.; (4) U. Chicago; (5) instr. math., 1907; ass't prof. math., 1910; asso. prof. math., 1919; prof. math., 1925; (6) 1907; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Ross Perry Marsteller; (3) DVM, Ohio St.; (4) U. Mich.; (5) instr. veterinary sci., 1905; prof. vet. sci., 1915; prof., hd dept. vet. med., surgery, 1916; act. dean, sch. vet. med., 1936; dean, sch. vet. med., 1937; (6) 1905; (8) author and co-author of several books and monographs on infectious diseases of animals; (9) tcb.

AGRIC. & MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Frederick Ernest Giesecke; (3) ME, A. & M. Coll. Tex.; SB, Mass. Inst. Tech.; PhD, Ill.; (4) Cornell U.; Technische Hochschule; (5) ass't

prof. mechanics, 1887; asso. prof. dr., 1888; prof. dr., 1892; prof. arch. engin., dr., 1907; with U. Texas, 1912-27; prof. hd dept. arch., dir. tex. engin., exper. station, coll. architect, 1927-29; hd dept. engin. research, dir. tex. engin. exper. station, coll. architect, 1929; (6) 1886; (8) responsible for the design and construction of the greater part of $6,500,000 worth of buildings in the college plant; prolific contributor to technical publications; (9) tcb.

BAYLOR UNIVERSITY, WACO: (2) Frank M. Allen; (3) AB, Baylor U.; (5) cashier, registrar, 1904-20; registrar, 1920—; (6) 1904; (7) registrar, 1920; (9) enj.

BAYLOR UNIVERSITY, WACO: (2) Wilby T. Gooch; (3) BS, MS, Baylor U.; PhD, U. Chicago; (4) Baylor U.; U. Chicago; (5) instr. academy, 1907; instr. chem., 1908; prof. chem., 1909—; chmn. grad. council, 1932; (6) 1907; (7) prof., hd dept., 1909; (9) wtg.

BAYLOR UNIVERSITY, WACO: (2) Francis Gevrier Guittard; (3) AB, AM, U. Chicago; PhD, Stanford U.; (4) Stanford U.; (5) instr. academy, 2 yrs.; ass't prof. dept. hist., soc. sci., 7 yrs.; prof. hist., 29 yrs.; chmn. hist. dept., chmn. division hist., soc. sci., 4 yrs.; (6) 1902; (7) prof. hist., hd dept.; chmn. division hist., soc. sci., 1933; (9) fgg.

BAYLOR UNIVERSITY, WACO: (2) Alta Jack; (3) AB, AM, Baylor U.; (4) U. Chicago; U. Paris; U. Calif.; Columbia U.; (5) ass't prof. Lat., 1901-20; Baylor academy; ass't prof. Fr., 1928—; (6) 1901; (7) ass't prof. Fr., 1928; (9) aj.

CORSICANA H. S.: (2) Mattie D. Steele; (4) U. Chicago; Fairfield Prep. Sch.; (5) grade t., Collin St. sch., 24 yrs.; grade t., Sam Houston sch., 10 yrs.; library ass't, sr. h. s., 13 yrs.; (6) 1891; (7) library ass't, sr. h. s., 1925; (9) whn.

CORSICANA H. S.: (2) Tommie Lacy (Miss); (4) Berkeley, Calif.; Denton Teachers Coll.; Baylor U.; Sul Ross St. Teachers Coll.; (5) prin., t. W. B. Travis sch., 39 yrs.; t. Sam Houston sch., 1 yr.; library ass't jr. h. s., 2 yrs.; (6) 1896; (7) ass't librarian jr. h. s., 1936; (9) whn.

EL PASO H. S.: (2) Lucile Smith Shaver (Mrs.); (3) BA, U. Missouri; (5) grade sch. t., 1906-17; h. s. math. t., 1917—; (6) 1906; (8) interested in student activities; (9) ff.

EL PASO H. S.: (2) Catherine Flynn; (3) BA, Coll. Mines & Arts; (5) elem. sch. t., 1907-12; h. s. Lat. t., dept. hd, 1912-32; hd math. dept., 1932—; (6) 1907; (9) ff.

EL PASO H. S.: (2) Edith Giddings; (3) BA, U. Calif.; MA, U. Sou. Calif.; (5) grade sch. t., 1905-15; h. s. Eng. t., 1915—; (9) ff.

EL PASO H. S.: (2) JEANIE M. FRANK (MRS.); (3) MA, U. Glasgow; (5) Eng. t.; (6) 1906; (7) hd Eng. dept., 1912—; (8) author of several books on the history of the Southwest; magazine writer; (9) ff.

GALVESTON, BALL H. S.: (2) WILLIAM ALONZO JAMES; (3) BS, MA, U. Texas; (4) U. Chicago; (5) sci. t., 1896-1904; prin., 1905—; (6) 1896;* (9) waj.

GALVESTON, BALL H. S.: (2) P. H. UNDERWOOD; (4) U. Chicago; (5) elem. sch. t., 2 yrs.; h. s. t., 45 yrs.; (6) 1889; (7) hd math. dept., 1892; (9) phu.

GALVESTON, BALL H. S.: (2) ANNA M. LISTER; (3) BA, Wellesley Coll.; MA, U. Colorado; (4) U. Colorado; U. Texas; Columbia U.; U. Madrid; (5) Eng. t., 2 yrs.; hd dept. Span., 24 yrs.; (6) 1903-05; 1913—; (7) hd dept. foreign lang., 1934; (9) aml.

GALVESTON, BALL H. S.: (2) LAURA BONDIES; (3) LI, BS, Peabody Coll.; (4) U. Colorado; U. Wis.; U. Texas; Institut de Tours, France; U. Grenoble; (5) arith. t., 19 yrs.; Fr. t., 15 yrs.; (6) 1902; (7) Fr. t., 1922; (9) lb.

HARDIN-SIMMONS U., ABILENE: (2) JULIUS OLSEN; (3) BS, ScD, Bethany Coll.; PhD, Yale U.; (4) U. Cambridge; U. Berlin; U. Colorado; U. Kansas; U. Wis.; (5) prof., 1902; dean, 1920—; (6) 1902; (7) dean, 1920; (8) special activities in encouraging scholarship; (9) jab.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) BONITA WELLS; (3) BA, Mary Hardin-Baylor Coll.; (4) Mt. Holyoke Coll.; Columbia U.; Inst. of Musical Art; (5) instr. piano, harmony, hist. of music, 22 yrs.; (6) 1899; (7) instr. theoretical courses, 1922; (8) organized dept. of theory and hist. of music; (9) ap.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) JULIA BELLE JAMES; (3) BA, Mary Hardin-Baylor Coll.; (4) Columbia U.; studied under Daniel G. Mason, Dr. Percy Goetschius, Albert Ross Parsons, Henry Rawlins Baker, Martinius Sievcking, Ernest Hutcheson; (5) instr. piano; (6) 1904; (8) chmn. Texas Interscholastic Music Meet since 1922; chmn. of music contests, Texas Federation of Music Clubs; (9) ap.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) ERNEST GALE TOWNSEND; (3) AB, Baylor U.; ThB, Sou. Bapt. Theol. Sem.; (5) supply t., 1900-01; field representative, 1907-09; exec. sec., prof. Bible, 1910-11; act. pres., prof. Bible, 1911-12; v. p., prof. Bible, 1912-20; dean, prof. Bible, 1921—; (6) 1900; (7) dean, prof. Bible, 1921—; (8) directed endowment campaign, rebuilding campaign; (9) ap.

* For many years a member of the Commission on Institutions of Higher Education of the Southern Association.—EDITOR.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) Hattie Woodruff Hillyer (Mrs.); (3) BS, Mary Hardin-Baylor Coll.; (4) studied under Mariecalchi, Bischnel Young (Chicago); J. Harry Wheeler (New York); Horatio Counell (Philadelphia); (5) instr. piano, voice, 1906—; (8) alumnae sec. and treas. for many years; (9) ap.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) Emma C. King; (3) BA, Mary Hardin-Baylor Coll.; PhB, AM, U. Chicago; (4) U. Chicago; (5) Eng., hist. t.; prof. Eng.; hd Eng. dept.; co-hd Eng. dept.; (6) 1902; (7) asso. prof. Eng., 1933—; (8) encouraged literary efforts of students; helped edit a book of college verse; (9) ap.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) William Herschel Bruce; (3) AB, Ala. Poly. Inst.; AM, Baylor U.; PhD, Mercer U.; LLD, Trinity U.; (5) prof. math., 1901-1906; pres., 1906-23; pres. emer., prof. ed., 1923—; (6) 1901; (7) prof. ed., pres. emer., 1923; (8) co-author: *Arithmetic*; author: *Plane and Solid Geometry; Principles and Processes of Education; The Triangle and the Circle; The Charms of Solitude; The Nine Circles of the Triangle;* (9) pem.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) Pearl Carden McCracken (Mrs.); (3) BA, N. Tex. St. Teachers Coll.; MA, Sou. Methodist U.; (5) librarian, 1903; (9) pem.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) J. R. Swenson; (3) BA, U. Denver; MA, U. Texas; (4) Columbia U.; (5) civics, Eng., 1907-09; civics, ed., 1910-11; civics, hist., 1912-13; ed., 1914-19; geog., ed., 1920-21; hd dept. geog., 1921—; (6) 1907; (7) hd dept. geog., 1921—; (8) publications: *Syllabus on Civics; Why in the World Did it Happen?*; (9) pem.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) Edith Lanier Clark; (3) AB, MA, U. Texas; (5) prof. Eng., 1902-16; dean of women, prof. Eng., 1916-32; dean of women, 1932—; (6) 1902; (7) dean of women, 1916; (9) pem.

OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO: (2) Mother M. Angelique Ayers; (3) MA, Catholic U. of Am.; (4) Columbia U.; (5) instr. Eng., math., h. s., 1902-05; prin., h. s., 1905-11; dean, registrar, coll., 1911-23; dean, 1924; sec.-treas., board trustees, 1928—; (6) 1902; (7) dean, 1911; (8) accorded recognition of merit by Texas Association of Colleges in 1936 for leadership in adapting practices of Catholic colleges to standards fixed by collegiate associations; (9) smr.

OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO: (2) Mother M. Philothea Thiery; (3) BA, Our Lady of the Lake Coll.; (4) Catholic U. of Am.; (5) dir. norm. training sch. for candidates for sisterhood, 1899-1909; supt. h. s., Superior of Religious Community, dir. ed. and material development of coll., 1909-25; Superior Gen. of Religious Sisterhood, pres.

of corp. governing coll., 1925—; member of board of trustees of coll., 1928—; (6) 1899; (7) 1925; (8) emphasis upon higher education for women; (9) smr.

OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO: (2) Very Rev. H. A. Constantineau, O. M. I.; (3) AB, U. Ottawa; STD, Laval U.; (5) ed., bus. adviser, 1904-11; pres. coll., 1911—; member of board of trustees of coll., 1928—; (6) 1904; (7) pres., 1911*; (9) smr.

PALESTINE H. S.: (2) Frances Louise Fullenwider; (3) BA, U. Texas; (4) Sam Houston St. Teachers Coll.; (5) grade t., 1899-1908; h. s. t., 1908—; (8) director of girls choral club for 25 yrs.; (9) bf.

PALESTINE H. S.: (2) Bess Ferguson; (3) BA, U. Texas; (4) U. Oxford; (5) grade sch. t., 1901-17; Dallas h. s., Eng. t., 1919-26; Palestine h. s., Eng. t., 1926—; (6) 1901; (7) Eng. t., 1926; (9) bf.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) Mary Stuart Butler; (3) BA, Western Coll. for Women; (5) instr. music, 33 yrs.; (6) 1903; (9) cee.

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH: (2) Clinton Lockhart; (3) BA, MA, Transylvania U.; PhD, Yale U.; DLitt, T. C. U.; (5) prof. old testament, 31 yrs.; pres., dean sch. theol., 5 yrs.; dean univ., 4 yrs.; (6) 1906; (7) prof. old testament, 1906; (8) more than 81 years old and actively teaching; (9) cdh.

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH: (2) Colby D. Hall; (3) BA, LLD, Transylvania U.; AM, Columbia U.; (4) Columbia U.; (5) prof. Lat., Gr., 3 yrs.; prof. Eng. Bible, 10 yrs.; prof. hist. relig., 13 yrs.; field sec., 3 yrs.; chaplain, 1 yr.; dean theol. sch., 23 yrs.; dean univ., 17 yrs.; (6) 1902; (7) dean univ., 1920; (9) cdh.

TRINITY UNIVERSITY, WAXAHACHIE: (2) Samuel Lee Hornbeak; (3) AB, AM, Trinity U.; PhD, Cumberland U.; (4) U. Chicago; U. Wis.; Columbia U.; (5) prof. phy., nat. sci., 1891-1907; chair. faculty, act. pres., 1899-1901; dean coll., 1901-07; pres., 1908-20; pres. emer., prof. ec., sociology, 1920—; (6) 1891; (7) pres. emer., prof. ec., sociology, 1920; (8) during his administration as president the financial resources of Trinity were greatly increased; (9) pjs.

TRINITY UNIVERSITY, WAXAHACHIE: (2) George A. Newton; (3) AB, AM, Trinity U.; (4) U. Chicago; (5) ass't prof. math., 1901-02; prof. math., 1902-03; supt. city sch., 1903-08; prof. math., 1908—; (6) 1901; (7) prof. math., 1908; (9) pjs.

UNIVERSITY OF TEXAS, AUSTIN: (2) James Robinson Bailey; (3) BA, U. Texas; PhD, U. Munich; (4) Munich; (5) tutor, 1892-97;

* Father Constantineau has been a regular attendant upon the meetings of the Southern Association and has for the past few years been one of the Association's best loved members. —Editor.

instr., 1897-98; adj. prof., 1898-1907; asso. prof., 1907-11, of chem.; prof. organic chem., 1911—; (6) 1892; (8) univ. research prof., 1932-33; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Edward Christian Henry Bantel; (3) CE, Rensselaer Poly. Inst.; (5) instr., 1901-06; adj. prof., 1906-11; asso. prof., 1911-13; prof., 1913—, of civil engin.; ass't dean, coll. of engin., 1913—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Eugene Campbell Barker; (3) BA, MA, U. Texas; PhD, U. Penn.; (5) tutor, 1899-1901; adj. prof., 1908-11; asso. prof., 1911-13; prof., 1913—, of Am. hist.; (6) 1899; (8) univ. research prof., 1927-28; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) William James Battle; (3) AB, U. N. C.; PhD, Harvard U.; DCS, U. of South; (4) Harvard U.; (5) asso. prof., 1893-98; prof., 1898-1917, of Gr.; dean of faculty, 1908-17; act. pres., 1915-16; prof. classical lang., 1920—; (6) 1893; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Roy Bedichek; (3) BS, MA, U. Texas; (4) stenographer to pres., 1898-1902; tutor, 1902-03, in psy.; ass't dir., 1917-25; dir., 1925—; (6) 1898; (7) dir. bureau public school extra-curricular activities, 1925; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) John William Calhoun; (3) BA, U. Texas; AM, Harvard U.; (4) Harvard U.; (5) tutor, 1905-06, 1908-09; instr., 1909-13; ass't prof., 1913-17; asso. prof., 1917-19, of pure math.; asso. prof., 1919-23; prof., 1923—, of applied math.; comptroller, 1925-37; pres. ad interim, 1937—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) William Spencer Carter; (3) MD, U. Penn.; (5) prof. physiology, 1897-1923; dean medical branch, 1903-23, 1935—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Lilia Mary Casis; (3) BA, MA, U. Texas; (5) tutor Fr., Span., 1896-97; instr., 1897-99, adj. prof., 1899-1908, asso. prof., 1908-16, of Span.; prof. rom. lang., 1916—; dean of women, 1919-21; (6) 1896; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Mary Elizabeth Dechard; (3) BLit, MA, U. Texas; (5) tutor, 1903-10; instr., 1910-23; adj. prof., 1923—, of pure math.; (6) 1903; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Edward Lewis Dodd; (3) BA, MA, Western Reserve U.; PhD, Yale U.; (5) instr. pure math., 1907-14; adj. prof., 1914-17; asso. prof., 1917-23; prof., 1923—, of actuarial math.; (6) 1907; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Stanley Phister Finch; (3) BA, CE, U. Texas; MS, Mass. Inst. of Tech.; (4) Mass. Inst. of Tech.; (5) instr., 1905-13; adj. prof., 1913-21; prof., 1923—, of civil engin.; research

asso., division engin., bureau ec. geol. and tech., 1917-27; dir. bureau engin. research, 1927—; (6) 1905; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) MARVIN LEE GRAVES; (3) BA, MA, Southwestern U.; MD, Bellevue Hospital Med. Coll.; (5) prof., 1905-26, prof. emer., 1926—, of med.; lecturer in med. hist., 1926-28; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) REGINALD HARVEY GRIFFITH; (3) MA, Furman U.; PhD, U. Chicago; (4) U. Chicago; (5) instr., 1902-08; adj. prof., 1908-14; asso. prof., 1914-19; prof., 1919—, of Eng.; curator of Wrenn Library, 1918-27; (6) 1902; (8) univ. research prof., 1935-36; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) HENRY WINSTON HARPER; (3) PhG, Philadelphia Coll. of Pharmacy; MD, U. Va.; LLD, Baylor U.; (5) adj. prof., 1894-98; asso. prof., 1898-1903; prof., 1903—, of chem.; dean grad. dept. and sch., 1913-36; dean emer. grad. sch., 1936—; (5) 1894; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) JOSEPH LINDSEY HENDERSON; (3) BA, U. W. Va.; AM, Columbia U.; PhD, Columbia U.; (4) Columbia U.; U. Ill.; (5) visitor of sch., 1906-14; asso. prof., 1909-12; prof., 1912—, of secondary ed.; (6) 1906; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) IRA POLK HILDEBRAND; (3) LLB, BA, LLM, U. Texas; LLB, Harvard U.; LLD, Texas Christian U.; (5) asso. prof., 1907-11; prof., 1911—; dean 1924—, of law; (6) 1907; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) JOHN MATTHIAS KUEHNE; (3) BS, MS, U. Texas; PhD, U. Chicago; (4) U. Chicago; (5) tutor, 1900-01; instr., 1901-09; adj. prof., 1909-17; asso. prof., 1917-23; prof., 1923—, of physics; (6) 1900; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) ROBERTA FRANCES LAVENDER; (3) BLit, MA, U. Texas; (5) tutor, 1901-03; instr., 1903-17; adj. prof., 1919-29, of Lat.; asso. prof. classical lang., 1929—; (6) 1901; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) ROBERT ADGER LAW; (3) BA, Wofford Coll.; AM, Trinity Coll.; AM, PhD, Harvard U.; (5) instr., 1906-11; adj. prof., 1911-15; asso. prof., 1915-19; prof., 1919—, of Eng.; (6) 1906; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) EDWARD JACKSON MATHEWS; (3) BA, MA, U. Texas; (5) stenographer, 1908-09, sec. to pres., 1909-11; registrar, 1911—; sec. board of regents, 1911-25; ass't dean coll. of arts, 1914-35; dean admissions, 1935—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) WALDEMAR ERIC METZENTHIN; (3) BA, Franklin and Marshall Coll.; AM, Columbia U.; (5) instr.,

1906-07; adj. prof., 1909-17; asso. prof., 1917-18, of Ger.; prof. Germanic lang., 1927—; chmn intercollegiate athletic council, 1930-36; editor of Athletic Regulations, 1936-37; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Edmund Thornton Miller; (3) BA, MA, U. Texas; AM, PhD, Harvard U.; (4) Harvard U.; (5) instr. pol. sci., 1903-10; instr., 1910-13; adj. prof., 1913-17; prof., 1917—, of ec.; dir. research in soc. sci., 1928-31; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Seth Mabry Morris; (3) BS, U. Texas; MD, Coll. of Physicians and Surgeons; (5) prof. chem., 1891-1908; clinical prof. othology, opthalmology, 1907-27; prof. opthalmology, 1927—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Hanson Tufts Parlin; (3) BA, MA, U. Colorado; PhD, U. Penn.; (5) instr., 1908-13; adj. prof., 1913-19; asso. prof., 1919-23; prof., 1923—, of Eng.; ass't dean college arts, sci., 1913-22; jr. dean, 1922-28; dean, 1928—, college arts, sci.; (6) 1908; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) John Thomas Patterson; (3) BS, U. Wooster; PhD, U. Chicago; (5) instr., 1908-11; adj. prof., 1911-13; prof., 1913—, of zoöl.; (8) appointed by board of regents as one of three distinguished professors, 1937-38; univ. research prof., 1926-27; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Leonidas Warren Payne, Jr.; (3) BS, MA, Ala. Poly. Inst.; PhD, U. Penn.; (5) instr., 1906-11; adj. prof., 1911-17; asso. prof., 1917-19; prof., 1919—, of Eng.; hd correspondence division, 1913-17; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Daniel Allen Penick; (3) BA, MA, U. Texas; PhD, Johns Hopkins U.; (5) instr., 1899-1906; adj. prof., 1906-13; asso. prof., 1913-17, of Lat., Gr.; prof. Gr., 1917-28; prof. classical lang., 1928—; hd correspondence division, 1920-25; ass't dir. summer session, 1919-31; ass't dean college arts, sci., 1928—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Milton Brockett Porter; (3) BS, U. Texas; PhD, Harvard U.; (5) instr., 1897-99; prof., 1903—, of pure math.; (8) univ. research prof.; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Charles William Ramsdell; (3) BA, MA, U. Texas; PhD, Columbia U.; (5) instr. hist., 1906-09; instr., 1909-12; adj. prof., 1912-13, of Eng. hist.; adj. prof., 1913-16; asso. prof., 1916-17; prof., 1917—, of Am. hist.; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Edward Randall; (3) BA, Wash. and Lee U.; MD, U. Penn.; (5) prof. materia medica, therapeutics,

1891-1928; prof. emer. therapeutics, 1928—; (8) regent U. Texas, April, 1929; chmn. board of regents, February, 1937; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Charles Elmer Rowe; (3) BS, U. Colorado; EM, Colorado Sch. Mines; (5) instr., 1905-08; adj. prof., 1908-11, of mining engin.; adj. prof. dr., mining engin., 1911-14; asso. prof., 1914-27, prof., 1927—, dr.; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Eugene Paul Schoch; (3) CE, MA, U. Texas; PhD, U. Chicago; (4) U. Chicago; (5) tutor, 1894-97; instr., 1897-1906; adj. prof., 1906-09; asso. prof., 1909-11, in chem.; prof. physical chem., 1911-37; prof. chem. engin., physical chem., 1937—; dir. bureau indus. chem., 1917—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Frederic William Simonds; (3) BS, MS, Cornell U.; PhD, Syracuse; DSc, U. Arkansas; (5) asso. prof., 1889-95; prof., 1895—, of geol.; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Thomas Ulvan Taylor; (3) CE, U. Va.; MCE, Cornell U.; (5) adj. prof., 1888-91; asso. prof., 1891-97; prof., 1897-1904, of applied math.; prof. civil engin., 1904—; dean, 1906-36; dean emer. college of engin., 1936—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Ernest Joseph Villavaso; (3) BA, MA, Tulane U.; (5) instr., 1899-1906; adj. prof., 1906-13; asso. prof., 1913-15, of Fr.; asso. prof., 1915-17, prof., 1917—, of rom. lang.; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Nina Lee Weisinger; (3) BA, U. Texas; MA, U. Calif.; (4) U. Calif.; (5) tutor, 1907-13; instr., 1913-15, of Span.; instr., 1915-23; adj. prof., 1923—, of rom. lang.; (9) flm.

VIRGINIA

ALEXANDRIA, GEO. WASHINGTON H. S.: (2) Kroes Ficklin (Miss); (3) AB, MA, Geo. Washington U.; (5) hist. t., 31 yrs.; hd Eng. dept., 13 yrs.; (6) 1892; (7) hd Eng. dept., 1923; (9) htm.

BRIDGEWATER COLLEGE, BRIDGEWATER: (2) John S. Flory; (3) BLitt, Mt. Morris Coll.; MA, PhD, U. Va.; (4) Harvard U.; (5) instr., 1894-1902; prof., 1905-10; pres., 1910-19; pres. emer., prof. Eng., 1919—; (6) 1894; (9) mvg.

BRIDGEWATER COLLEGE, BRIDGEWATER: (2) Allan B. Bicknel; (3) MA, PhD, Brown U.; (4) U. Marburg; Grenoble U.; Harvard U.; U. Geneva; (5) prof. foreign lang., 1906—; (9) mvg.

EMORY AND HENRY COLLEGE, EMORY: (2) James S. Miller; (3) BS, CE, ScD, U. Va.; (4) U. Chicago; (5) prof. math., 1893— (except 3 yrs., Hampden-Sydney Coll.); (6) 1893; (9) jnh.

FISHBURNE MILITARY SCH., WAYNESBORO: (2) Morgan H. Hudgins; (3) grad. V. M. I.; (5) commandant, asso. prin., prin.; (6) 1901; (7) prin., 1913—; (8) instrumental in having new barracks built.

FISHBURNE MILITARY SCH., WAYNESBORO: (2) Landon L. Davis; (3) AB, Hampden-Sydney Coll.; (4) Columbia U.; head-master; (6) 1901.

HAMPDEN-SYDNEY COLLEGE, HAMPDEN-SYDNEY: (2) John Henry Clay Winston; (3) AB, BS, PhD, Hampden-Sydney Coll., Johns Hopkins U.; (5) prof. chem., 1899—; (9) jhe.

HAMPDEN-SYDNEY COLLEGE, HAMPDEN-SYDNEY: (2) William Henry Whiting; (3) AB, AM, LLD, Hampden-Sydney Coll.; DLit, Austin Coll.; Johns Hopkins U.; U. Va.; Harvard U.; (5) act. pres., 1904-05, 1908-09; (6) 1902; (7) prof. Lat., 1902—; (8) student counselor; (9) jhe.

LEXINGTON H. S.: (2) Harrington Waddell; (3) AB, Wash. and Lee U.; (4) Wash. and Lee U.; (5) supervising prin. schools, 1897—; (9) hw.

MANASSAS, OSBOURN H. S.: (2) Eugenia Hilleary Osbourn; (3) AB, George Washington U.; grad. Maryland Inst. of Art; (4) U. Va.; (5) t. Manassas h. s., 6 yrs.; prin., 23 yrs.; librarian, 3 yrs.; (6) 1906; (7) librarian, 1935; (8) with her sister founded a college preparatory school in Manassas which in 1906 was reorganized as Manassas high school; upon her retirement as principal the school was named in her honor; (9) rwp.

NORFOLK, MATTHEW FONTAINE MAURY H. S.: (2) Elizabeth Gillespie; (4) Wellesley Coll.; U. Pennsylvania; (5) hd sci. dept., 1895—; (6) 1895; (9) abb.

NORFOLK, MATTHEW FONTAINE MAURY H. S.: (2) C. W. Mason; (3) BA, BS, Hampden-Sydney Coll.; (4) Columbia U.; (5) prin. Boush St. elem. sch., 7 yrs.; prin. Omohundro Ave. elem. sch., 7 yrs.; supervisor instruction, 5 yrs.; act. division supt., 1 yr.; supt. sch., 1923—; (6) 1904; (7) supt. city sch., 1923—; (9) abb.

NORFOLK, MATTHEW FONTAINE MAURY H. S.: (2) E. S. Brinkley; (3) AB, William and Mary Coll.; AM, Columbia U.; (4) Columbia U.; (5) prin. Seventh Ward elem. sch., 17 yrs.; prin. Blair jr. h. s., 1 yr.; ass't supt. sch., 1923—; (6) 1905; (7) ass't supt. sch., 1923; (9) abb.

NORFOLK, MATTHEW FONTAINE MAURY H. S.: (2) T. G. Rydinsgvard; (3) BS, Bethany Coll.; (4) U. Munich; Columbia U.; Cornell U.; Va. Poly. Inst.; (5) hd dept. manual training, dir. vocational ed., Norfolk p. s., 1905—; (6) 1905; (9) abb.

RANDOLPH-MACON COLLEGE, ASHLAND: (2) Robert Emory Blackwell; (3) AM, Randolph-Macon Coll.; LLD, Wash. and Lee U.; Wofford Coll., Wesleyan U., Duke U.; (5) prof., 1876-1900; v. p., 1900-02;

pres., 1902—; (6) 1876; (8) civic and religious leader; under his administration endowment greatly increased and college received the recognition of Sou. Asso., Asso. of Am. Universities, and Sou. Univ. Conference;* (9) mjm.

RANDOLPH-MACON COLLEGE, ASHLAND: (2) HALL CANTER; (3) AB, AM, Randolph-Macon Coll.; PhD, Johns Hopkins U.; (4) Johns Hopkins U.; (5) instr. chem., 1896-97; prof. chem., 1900—; dean coll., 1920—; (6) 1896; (7) prof. chem., 1900—; (8) inspired number of students to continue into industrial chemistry and teaching; ed. college catalog many years; active in civic and religious organizations; (9) mjm.

RANDOLPH-MACON COLLEGE, ASHLAND: (2) EDWIN WINFIELD BOWEN; (3) AB, AM, Randolph-Macon Coll.; PhD, Johns Hopkins U.; (4) studied in Paris; (5) prof. Lat., 1894; (8) author of several books on Latin and English; (9) mjm.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) B. W. ARNOLD, JR.; (3) AB, AM, Randolph-Macon Coll.; PhD, Johns Hopkins U.; (4) Johns Hopkins U.; Oxford U.; (5) prof. hist., ec., 1902-08; act. dean, 1920-21; (6) 1902; (7) prof. hist., 1908; (8) author: *England's Progress, 1793-21, Queen Victoria and her Chief Ministers, A Sketch of England's Empire, Religious Verities*; author of magazine and journal articles; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) WILLIAM S. ADAMS; (3), (4) studied with Bruno Zwintscher (Leipsic), Severin Eisenberger (Berlin), Albert Ross Parsons (New York), W. S. B. Matthews (Chicago), Dr. Henry G. Hanchett (New York), Elizabeth Strauss (New York); (5) prof. piano, 40 yrs.; (6) 1893; (7) prof. emer., piano, 1933; (8) contributed to organization and development of music dept.; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) HENRY DAVENPORT BLACKWELL; (3) AB, Randolph-Macon Coll.; PhD, Yale U.; (5) adj. prof. Eng. lit., 2 yrs.; asso. prof. Eng. lit., 2 yrs.; (6) 1906; (7) prof. Eng. lit., 1910—; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) JOHN I. HAMAKER; (3) AB, U. Kansas; AB, AM, PhD, Harvard U.; (4) Botanical Inst., Munich; U. Berlin; (6) 1904; (7) prof. biol., 1904; (8) author of a series of text-books in general biology; created interest in biology through a Natural History Roundtable; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) SALLIE T. MOSS HARMANSON (MRS.); AB, AM, Randolph-Macon Woman's Coll.; (4) U. Berlin; U. Paris; U. Grenoble; the Sorbonne; (5) instr. Fr.,

* President of the Southern Association, 1909-10, and member of the Commission on Secondary Schools since the organization of that commission.—EDITOR.

Ger., 6 yrs.; adj. prof. Fr., 3 yrs.; adj. prof. Ger., 8 yrs.; asso. prof. rom. lang., Ger., 6 yrs.; asso. prof. rom. lang., 3 yrs.; (6) 1903; (7) prof. rom. lang., 1929; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Gillie Aldah Larew; (3) AB, Randolph-Macon Woman's Coll.; AM, PhD, U. Chicago; (4) U. Chicago; U. Munich; (5) instr. math., 6 yrs.; adj. prof. math., 9 yrs.; asso. prof. math., 3 yrs.; act. hd dept., 1 yr.; (6) 1903; (7) prof. math., 1921; hd dept., 1936; (8) faculty adviser of student organizations; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Nellie Virginia Powell; (3) AB, AM, Randolph-Macon Woman's Coll.; PhM, U. Chicago; (4) U. Chicago; U. Calif.; Columbia U.; U. London; (5) instr. Eng., 4 yrs.; adj. prof. Eng., 9 yrs.; asso. prof. Eng., 8 yrs.; (6) 1904; (7) prof. Eng., 1926; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Anne Martin Sneed; (3) dip. music, Wesleyan Female Inst.; dip., Gilmore Ward Bryant; (4) Stern Conservatory; U. Calif.; (5) instr. theory and piano, 7 yrs.; adj. prof. theory, 13 yrs.; (6) 1902; (7) asso. prof. theory, 1924; (9) mcs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Mabel Kate Whiteside; (3) AB, AM, PhD, U. Chicago; (4) U. Chicago; (5) instr. Gr., 5 yrs.; adj. prof. Gr., 9 yrs.; asso. prof. 8 yrs.; counselor of women, 7 yrs.; (6) 1904; (7) prof. Gr., 1926; (8) directs Greek play each year; (9) mcs.

ROANOKE COLLEGE, SALEM: (2) G. G. Peery; (3) AB, AM, Roanoke Coll.; (4) Johns Hopkins U.; Brooklyn Inst. of Arts and Sciences; (5) instr. math., dir. phys. ed., 1905-10; prof. biol., 1912—; (6) 1905; (7) hd biol. dept., 1912—; (9) mr.

STATE TEACHERS COLLEGE, FARMVILLE: (2) Martha W. Coulling; (3) LI, Peabody Coll.; (4) Martha Vinyard Summer Sch.; Chautauqua; Columbia U.; U. Chicago; Boothbay Studios; (5) fine arts; (6) 1887; (7) hd dept. fine, applied arts; (8) librarian, sec. to faculty; on various committees.

STATE TEACHERS COLLEGE, FARMVILLE: (2) Lila London; (3) BS, Peabody Coll.; AM, Columbia U.; (4) Peabody U.; Columbia U.; (5) arith. t., hd dept. math.; (6) 1903; hd math. dept.

STATE TEACHERS COLLEGE, FARMVILLE: (2) Estelle Smithey; (3) BA, Randolph-Macon Coll.; (4) L'Alliance Francaise; The Sorbonne; Columbia U.; (5) Ger., Fr., t.; (6) 1896; (7) hd dept. mod. lang.

STATE TEACHERS COLLEGE, FARMVILLE: (2) MINNIE V. RICE; (3) grad. Farmville Coll.; (4) Harvard U.; Columbia U.; U. Chicago; (5) Lat., Ger., t.; (6) 1891; (7) hd dept. Lat.

STATE TEACHERS COLLEGE, FARMVILLE: (2) JOSEPH L. JARMAN; (3) LLD, Hampden-Sydney Coll.; (5) pres., 36 yrs.; (6) 1902; (8) formerly a member of the State Board of Education; president of the Co-operative Education Association.

SWEET BRIAR COLLEGE, SWEET BRIAR: (2) CAROLINE LAMBERT SPARROW; (3) AB, AM, Cornell U.; (5) instr. hist., 1907-09; asso. prof. hist., 1909-19; prof. hist., 1919—; exec. hd dept. until 1932; (6) 1907; (7) prof. hist., 1919; (8) started work in economics; student adviser; active in civic and welfare work; (9) mg.

SWEET BRIAR COLLEGE, SWEET BRIAR: (2) VIRGINIA RANDALL MCLAWS; (3), (4) Charcoal Club of Baltimore; New York Sch. of Art.; pupil of Henry Caro-Delvaille (Paris); (5) dir. art., 1908—; (6) 1908; (7) dir. art., 1908; (8) student counselor; developed art department; (9) mg.

SWEET BRIAR COLLEGE, SWEET BRIAR: (2) WILLIAM BLAND DEW; (5) treasurer, bus. mgr., 1906—; (6) 1906; (9) mg.

U. OF RICHMOND, RICHMOND: (2) ROBERT EDWIN GAINES; (3) MA, LittD, Furman U.; (4) Johns Hopkins U.; Harvard U.; (5) prof. math., 1890—; dean Richmond Coll., 1919-23; chmn. Grad. Dept., 1921—; (6) 1890; (9) jen.

U. OF RICHMOND: (2) ROBERT EDWARD LOVING; (3) MA, Richmond Coll.; PhD, Johns Hopkins U.; (4) Cornell U.; (5) prof. physics, 1908—; act. dean Richmond Coll., 1917-19; (6) 1908; (9) jen.

U. OF RICHMOND: (2) WILLIAM ASBURY HARRIS; (3) MA, Richmond Coll.; PhD, Johns Hopkins U.; (5) prof. Gr., 1901-22; prof. Gr., Lat., 1922—; (6) 1901; (7) hd classical lang. dept.; (9) jen.

U. OF RICHMOND: (2) SAMUEL CHILES MITCHELL; (3) MA, Georgetown Coll.; PhD, U. Chicago; LLD, Brown U.; (5) prof. hist., 1895—; (9) jen.

U. OF RICHMOND: (2) FREDERIC WILLIAM BOATWRIGHT; (3) MA, Richmond Coll.; LLD, Mercer U., Georgetown Coll., Baylor U.; (4) Halle; Sorbonne; Leipsic; (5) prof. mod. lang., 1887—; pres., 1895—; (6) 1887; (8) during his administration the institution has grown from Richmond Coll. with 183 students, 9 professors, and $500,000 endowment and physical properties into U. of Richmond with 1,650 students, 85 professors, and $6,000,000 endowment and properties; (9) jen.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) JOHN LLOYD NEWCOMB; (3) AB, Coll. William and Mary; CE, U. Va.; DSc, Washington and Lee; LLD, George Washington U., Duke U., Coll. William and Mary; (5) adj. prof. civil engin., 1905-09; asso. prof., 1909-10; prof., 1910-33; dean dept. engin., 1925-31; ass't to pres., 1926-31; act. pres., 1931-33; pres., 1933—; (6) 1905; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) RICHARD HEATH DABNEY; (3) MA, U. Va.; PhD, Heidelberg U.; (5) adj. prof. hist., 1889-96; asso. prof. hist., 1896-97; prof. hist., ec., 1897-1906; prof. hist., 1897—; dean dept. grad. studies, 1905-23; (8) author: *Causes of the French Revolution; John Randolph, A Character Sketch*; also numerous reviews and articles; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) RICHARD HENRY WILSON; (3) BA, MA, Sou. Ky. Coll.; BA, PhD, Johns Hopkins U.; (4) U. Paris; U. Berlin; (5) prof. rom. lang., 1899—; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) HALSTEAD SHIPMAN HEDGES; (3) BA, BS, MD, U. Va.; (5) demonstrator of anatomy, 1894; t. eye dept., 1898—; with exception of 2 yrs. spent in hospitals in New York and New Jersey; (7) prof. diseases of the eye; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) WILLIAM ALEXANDER LAMBETH; (3) MD, U. Va.; PhD, Harvard U.; (5) instr. phys. ed., 1893; dir. Fayerweather Gym., 1894; lecturer in hygiene, 1898-1900; hygiene and materia medica; (8) author: *Trees and How to Know Them; Thomas Jefferson's Architecture*; contributor to newspapers and magazines; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) ROBERT MONTGOMERY BIRD; (3) BA, BS, Hampden-Sydney Coll.; PhD, Johns Hopkins U.; (5) prof. chem., 1907—; (8) author: *Chemical Science Reader; Laboratory Course in General Chemistry; Typical Reactions of General Chemistry; Notes on Organic Chemistry*; also articles in chemical journals; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) WILLIAM MENTZEL FORREST; (3) BA, Hiram Coll.; U. Chicago; Transylvania U.; Coll. of the Bible, Lexington; (5) Biblical lecturer, 1903-06; asso. prof. Biblical literature, 1906-09; John B. Cary Memorial prof. Biblical hist. and lit., 1909—; (8) author: *Fires of Desire; India's Hurt; A Program for the Observance of Country Church Day; The Official Syllabus of Bible Study for Virginia High Schools; Do Fundamentalists Play Fair; Biblical Allusions in Poe; King or Shepherd*; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) ARMISTEAD MASON DOBIE; (3) BA, MA, LLD, U. Va.; SJD, Harvard Law School; (5) adj. prof. law, 1907-09; prof. law, 1909—; dean law sch., 1932—; (8) author:

Dobie on Bailments and Carriers; Dobie's Cases on Bailments and Carriers; Dobie on Federal Jurisdiction and Procedure; contributor to legal periodicals; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) William Harrison Faulkner; (3) AB, MA, PhD, U. Va.; (4) U. Berlin; U. Leipzig; (5) instr. mod. lang., 1894-95; prin. Houston Academy, 1895-97; Lat., Gr. master, Episcopal high school, Alexandria, 1898-1901; adj. prof. Teutonic lang., U. Va., 1902-09; asso. prof., 1909-10; prof. Germanic lang., 1910—; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) James Carroll Flippin; (3) MD, U. Va.; (5) instr. med. biol., 1902-05; adj. prof. bacteriology, 1905-15; prof. clinical med., 1915—; dean dept. med., 1924—; (8) past pres. Medical Soc. of Va.; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Harvey Ernest Jordan; (3) AB, AM, Lehigh U.; PhD, Princeton U.; (5) adj. prof. anatomy, 1907-09; asso. prof., 1909-11; prof. histology, embryology, 1911—; ass't dean, dept. med.; (8) author: *War's Aftermath; A Textbook of Histology* (co-author); *A Textbook of Embryology* (co-author); also monographs and articles; (9) wrs.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Charles Gilmore Maphis; (3) PedD, Davidson Coll.; LLD, Roanoke Coll.; grad. Peabody Coll.; (5) registrar, 1905-11; director, 1911-19; dean, 1920—; dir. univ. extension, 1920-25; dir. U. Va. Inst. of Public Affairs, 1927—; (8) executive dean, 3rd univ. world cruise, 1929-30; (9) wrs.

VIRGINIA INTERMONT COLLEGE, BRISTOL: (2) S. T. Schroetter; (3) AB, Central Wesleyan Coll.; grad. Stern Conservatory; studied with Conrad Ansorge and Prof. Ernst Jediczka (Berlin); (5) dir. music, 30 yrs.; (6) 1906; (8) raised standards of music in entire section; (9) hgn.

VIRGINIA INTERMONT COLLEGE, BRISTOL: (2) Dora Hall Murrell (Mrs.); (3) AB, Va. Intermont Coll.; (5) prin., dean of girls; in full charge of sch. life and social activities of girls in boarding dept.; (6) 1905; (7) 1920; (8) student counselor; (9) hgn.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) Thomas J. Farrar; (3) AB, MA, PhD, Wash. and Lee U.; (5) prof. mod. lang., 1905-10; prof. Ger., 1910—; (6) 1905; (8) established interfraternity council; alumni treasurer Y. M. C. A., 20 yrs.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) James Lewis Howe; (3) BA, Amherst; MA, PhD, Göttingen; MD (hon.), Hospital Coll. of Med.; (5) prof. chem., 1894—; dean sch. applied sci., 1921-32; (8) published several books; contributor to scientific journals.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) Livingston W. Smith; (3) AB, MA, PhD, Wash. and Lee U.; (5) prof. math., 31 yrs.; (6) 1906.

Historical Section

This section continues the historical number of last November. Other articles giving the history of member institutions have been received and will be published as rapidly as space is available, probably in the August or November issue of the QUARTERLY. Similar articles are welcome as requested on pages 331 to 336 of the issue for November, 1937. In such articles *stress facts*, and take time to get them.—EDITOR.

A Sketch of the Nashville High School

By C. T. KIRKPATRICK*
Principal, Hume-Fogg High School, Nashville, Tennessee

The Nashville High School has belonged to the Southern Association since 1909. In the Spring of 1852 Professor Alfred Hume, who was then conducting a private school on a part of the site of the present Hume-Fogg High School now located on Broad Street between Seventh and Eighth Avenues, was requested by the city council to visit established schools of the North and report to the council plans for founding a public school system in Nashville. His report was made on the twenty-sixth of August, 1852. As a result of this report in October of that year the city council authorized the mayor, Hugh Smith, to appoint a committee on public schools to consider a site, building plans, and rules for the organization of a system of city schools. The committee appointed consisted of three aldermen, Alfred Hume, William Stockell, and W. A. Glenn. A lot was purchased, 100 by 270 feet, on the corner of Spruce Street (now Eighth Avenue) and Broad, and a building planned and erected, the corner stone being laid May 19, 1853, the address of the day being delivered by Dr. W. K. Bowling. This building was called the "Hume School" in honor of Professor Alfred Hume, who is known as the founder of the public schools of the city of Nashville.

On October 14, 1853, the city council elected the first school board, consisted of Francis B. Fogg, W. K. Bowling, R. J. Meigs, Allen A. Hall, John A. McEwen, and Alfred Hume. The board apparently elected F. B. Fogg as president and John A. McEwen as secretary. Unfortunately Professor Hume died October 29, 1853, before the result of his plans could be en-

* Mr. Kirkpatrick has served as principal of his school for twenty-four years, having entered its service in 1900 as teacher of Latin and English. He served as a vice president of the Southern Association in 1933 and has for ten years been a member of the Commission on Secondary Schools.—EDITOR.

joyed. He was succeeded by W. F. Bang on November 26, 1853. Mr. Bowling was replaced by Charles Tomes in October, 1854. The first minutes available are those of a board meeting held on November 5, 1854, which show the following names: F. B. Fogg, R. J. Meigs, Allen Hall, John A. McEwen, Charles Tomes, and W. F. Bang. This board elected F. B. Fogg as president, and John A. McEwen as secretary, who had served before. The board also elected Joshua F. Pearl as superintendent. The minutes of October 15, 1855, show by the addition of the names of J. B. Lindsley, S. Cooley, and Isaac Paul that the number of members had been increased to nine.

The new building was formally opened February 26, 1855. It was originally used for all grades, the high school department being located in two large halls on the third floor, one for boys, the other for girls. There was originally an English high school, a classical high school, and a girls' high school. Apparently one student, Joseph L. Weakley, completed the course in 1855 and began to teach the following year. Seven girls are recorded as graduating in 1857: Maggie Aimison, Marilla Ellis, Pauline Herriford, Mary Knapp, Mary A. Pearl, Mary Minor, Mary L. Thomas.

In 1858 under L. G. Tarbox as principal, who had been principal of the English high school since February 10, 1855, the various schools were merged into one, the boys and girls being placed in separate halls but pursuing the same course, which seems to have originally covered four years. Mr. Tarbox's salary was $2,000. The work of the schools seems to have been rather irregular until 1863, when the schools were closed on account of the war. In 1861 Mr. Pearl, the superintendent, withdrew to enter military service but was reëlected in 1865. Meanwhile James L. Meigs served as superintendent. Mr. Tarbox also withdrew in 1861, and did not return.

From 1866 to 1870 the high school course covered three years, with eight grades below. In February, 1870, in a policy of retrenchment, the board graduated the class of that year and issued certificates in June to the class that would have finished in 1871. One of the eight grammar grades was also omitted. In 1871 the three-year high school course was restored. To satisfy the growing needs of the community a new high school building was erected on the same lot with the Hume School, but nearer Broad Street. This building was named the "Fogg High School" in honor of Francis B. Fogg, the first president of the board of education. It was opened with public exercises on December 24, 1874, and was first used in the spring of 1875. The four-year course was restored in the fall of 1874 under A. D. Wharton as principal, who had been principal in 1867-68.

The regular four-year course of 1874 is interesting especially because of the extent to which work in Latin was carried. The English course differed from the regular course mainly in the substitution of French or German

and sciences for the Latin and Greek, and the limited amount of attention given to English as a distinct subject. The following is an outline of the regular course for 1874:

Ninth grade: Arithmetic and bookkeeping; elementary composition and grammar; Latin grammar and reader; history of England;

Tenth grade: Caesar and Vergil; algebra; natural philosophy; general history;

Eleventh grade: Vergil and Sallust; Greek grammar and reader; geometry; rhetoric and English literature;

Twelfth grade: Cicero and Horace; Greek reader and Anabasis; geometry, trigonometry, mensuration and surveying; physical geography and astronomy; science of government; mental philosophy;

In each year writing, drawing, and music were required.

In 1875 the high school proper occupied the second floor of the Fogg building, and eighth grade pupils, the third floor. The first floor was occupied by primary pupils and was used as a training school for high school seniors who were preparing to teach. In 1876 there were 221 pupils and six teachers. The four-year course was of short duration. It gave way in a short time, probably by 1876, certainly by 1879-80, to a three-year course, by the omission of Greek, modern languages, trigonometry, and some other subjects. The three-year course continued until 1912, when the four-year course was again restored.

At this point it is interesting to revert for a moment to the period just after the war. In July, 1865, Mr. Pearl resumed the office of superintendent, and C. D. Lawrence became principal of the high school. Mr. Pearl resigned in December, 1865, and was succeeded by J. B. Lindsley, who declined reëlection in July, 1866, and was succeeded by C. D. Lawrence. The latter was followed as principal by S. Snow, A. D. Wharton, and C. T. Adams in rapid succession. S. Y. Caldwell was elected principal on January 6, 1870, but became superintendent on January 17, 1870, and was replaced as principal by Z. H. Brown, January 28, 1870. Mr. Brown was succeeded as principal by A. D. Wharton in 1874, who continued as principal until 1891. The following principals served after that time: James F. Lipscomb, 1891; H. C. Weber, 1893; A. B. Warwick, 1895; H. C. Weber, 1896; A. D. Wharton, 1897; A. J. Cavert, April, 1900; J. J. Keyes, 1905; C. G. Burkitt, 1909 to 1912. Meanwhile, the superintendency was occupied by Z. H. Brown, 1886; H. C. Weber, 1897; Z. H. Brown, January, 1900; H. C. Weber, 1905; J. J. Keyes, 1909-18.

The semiannual promotion system was adopted in 1894-95. A limited elective course of study in the high school was adopted August 31, 1896. Promotion by subject, instead of average on all subjects, was adopted in 1896. Heads of departments were first assigned in 1905. Permanent tenure of office was adopted July 3, 1906.

The high school enrollment had been considerably increased in 1880 when the schools of Edgefield, now East Nashville, were made a part of the city system. By 1900 the Fogg building was filled by high school pupils, and the eighth grade pupils were transferred to the various grammar schools. In 1908-09 the Fogg School was overcrowded, there being 830 pupils in attendance. Prior to this time several efforts had been made to direct attention to the growing need for increased high school facilities. A bill was passed by the state legislature on April 13, 1905, authorizing "the city of Nashville to issue bonds to the amount of $300,000 to purchase ground and to erect and equip a high school building." The election before the people failed to sustain the bond issue in October, 1905, and again in 1907; but on June 10, 1909, the movement was successful and the issuance of bonds was authorized. The session of 1909-10 was the last in the old Fogg building, or rather, in the Fogg and Hume buildings, for the first and second floors of Hume had by that time been required for the accommodation of the pupils. The school had to find temporary quarters in the new Murphy grammar school while the new "Hume-Fogg" building was in course of erection. The session of 1912-13 was the first in the new "Hume-Fogg" building under J. H. Patterson as principal.

Looking forward to the day when the new building would make it possible to broaden, liberalize, and extend the course, the faculty under the direction of the writer as chairman spent three years in an intensive and extensive consideration of the "course of study." In 1912, the four-year course of study was resumed. The course of study adopted was, we felt at the time, very broad and comprehensive, consisting not only of a college preparatory course, but a commercial course and a general course offering what seemed to the faculty nearly everything that might be asked for by a high school student, these subjects being granted whenever the number of applicants justified the formation of a class. At that time the distinguishing characteristics of the organization were:

(1) Three required subjects: English, three years; social science (elements of civics and sociology), one year; natural science (biology), one year; together with general singing and physical training (without credit);

(2) Graduation with fifteen Carnegie units, to include ten units in certain academic subjects and five units either academic or vocational as the student might choose;

(3) Correlation of academic and vocational studies, so that the work in one subject might contribute to thoroughness in others pursued at the same time or afterwards;

(4) Elasticity and flexibility, so that courses were not prescribed, but suggested, to students to assist them in choice from subjects that might present difficulties on account of their number.

The requirements for graduation were fixed at fifteen Carnegie units as follows: two majors, English and one other, of three units each of academic work, and one minor of two units of academic work, with two other academic units making ten in all. Five other units were required. Every student was required to have three units of English, one of civics, and one of biology, as a part of the graduation requirements.

At this point it is well to bring the chronological record of superintendents and principals down to date. In 1918, the superintendent, J. J. Keyes, declined reëlection and resumed a teaching position in the high school. He was succeeded by H. C. Weber, who resigned in 1930. J. J. Keyes served as acting superintendent until September, 1930, when H. F. Srygley assumed office. W. A. Bass became superintendent January 1, 1938. The writer, who is now principal, has held that office since 1914.

The free textbook plan was tried out in the first grade in the spring of 1912, and was gradually extended until it reached through the high school department in 1918. The system of exemption from examinations on account of high grades during the term was adopted in 1914, but was abandoned in 1919. A junior unit of the ROTC was established in Hume-Fogg in the spring term of 1919.

A vigorous attempt was made over a long period of years, largely through the efforts of Mr. Albert E. Hill, formerly state senator and member of the city board of education, to secure the passage of a bill by the legislature to authorize the establishment of a pension plan for teachers. It was not, however, until August, 1921, that the present non-contributory system at last became effective.

On the recommendation of Superintendent H. C. Weber, the all-year school plan began with the summer term of 1924. Under this system the schools were in session during the entire year, consisting of four terms of twelve weeks each, any three of which covered a year's work. The board of education abandoned this plan in part in the summer of 1931 and completely after 1932. During the session of 1932-33 the system was readjusted by a return to the former semester plan of two terms of eighteen or twenty weeks each, making a regular year of thirty-six to forty weeks, or ten scholastic months. In the fall term of 1924 the ninth grades were transferred to the various schools throughout the city and the junior high schools were established. The plan of promotion by subjects was extended to the seventh and eighth grades after the junior high school system went into effect in 1924.

In 1920 the requirements for graduation from Hume-Fogg were raised to sixteen Carnegie units, and later it was further required that twelve units must be gained in the senior high school beyond the requirements for graduation from the ninth grade. Under present requirements the student must carry for graduation: two major courses—English, four years, and

a second major of three years; two minors of two years each; enough additional units or their equivalent to make sixteen. Four years of English and one year of United States history and the constitution are required.

The following tabulation is interesting because it shows at intervals the development of the high school in number of teachers, high school enrollment, and number of graduates.

Date	Hume-Fogg Teachers	Grades 9-12	Enrollment (Hume-Fogg only)	Hume-Fogg Graduates
1856-57	3		120	7
1874-75	5		171	0
1875-76	6		221	17
1900-01	13		403	41
1908-09	18		830	103
1909-10	20		953 (179)*	99
1911-12	25		1,108 (175)	131
1912-13	39		1,308 (169)	151
1913-14	43		1,450 (208)	225
1923-24	67		2,235 (248)	225
1924-25	62	1,997	1,719 (*)	198
1931-32	69	3,614	2,860 (651)	373
1932-33	60	4,069	2,347 (347)	481
1936-37	62	4,196	1,976 (189)	311
1937-38	43	....	1,015 (*)	....

Note: The figures in parenthesis indicate the mid-term transfers. There were none in 1924-25, and this article was prepared before the mid-term for 1937-38.

The column showing number of students in grades 9-12 is the same as the column for Hume-Fogg alone up to 1924-25. In that year the ninth grades were removed from Hume-Fogg, leaving it as a senior high school. In the Hume-Fogg column the numbers in parenthesis show the students transferred in mid-year from the lower grades to Hume-Fogg and are included in the larger figure to the left, which shows the total number in Hume-Fogg for the entire year. In 1924-25 the star indicates that these transfers, amounting to about 250, are not included either for Hume-Fogg or for grades 9-12, nor are they included in 1937-38, because at the time of writing the mid-year promotions had not occurred. For the same reason, the total figure for grades 9-12 in 1937-38 is not given.

Certain figures in the table are particularly noticeable. The large increase in 1912-13 over the previous year is due to the opening of the new high school building with its modern improvements and its diversified and extended course of study. The large increase in number of graduates in 1914 is due to the fact that many students were graduating under the old twelve unit requirement and many others were speeding up their work to graduate under the new fifteen unit requirement. Between 1913-14 and 1923-24 a large increase in number of teachers and in high school attendance is noticeable. After the large graduating class of 1914 the number of graduates became normal and increased steadily with the growth of the school until it reached another high point in 1924. In 1924-25 the ninth grades were removed from Hume-Fogg to the newly established junior high schools in various parts of the city, which for some time amounted to little more than ninth grades added on to the grammar school system. From 1924-25 on the Hume-Fogg figures show only grades ten to twelve.

By 1931-32 conditions in Hume-Fogg had become very much overcrowded, as is evident from the number of teachers, 69; the enrollment, 2,860; the number of graduates, 373. This condition was relieved in 1932-33 by the transfer of about five hundred to a new high school opened in East Nashville. The senior class, however, was retained in Hume-Fogg, thus producing a graduating class of 481, after which, of course, the number of graduates was considerably reduced.

By 1936-37 the school had again become congested partly by natural development and partly because of the introduction into the building of a central elementary school of about fifty students and a school for backward students, numbering about two hundred and fifty. The building had not been entirely completed until about 1935, but the increase in number of students in it made some relief imperative. In the fall of 1937 a new high school was opened in West Nashville. The attendance at Hume-Fogg was relieved by the direct transfer of some five hundred students to the new school, and the shifting of others who had just completed the ninth grade to the tenth grade either in the new school or in one of the junior high schools. The attendance in the three senior high schools now numbers about one thousand each in Hume-Fogg and East Nashville, and about seven hundred and fifty in West Nashville, with about eighty tenth graders in one of the junior high schools. This change, has, of course, been attended by a material reduction in the number of teachers in Hume-Fogg, several of whom were transferred to the new building.

In 1937 there were 311 graduates from Hume-Fogg, 248 from East Nashville, and 173 from Pearl (Negro). The total number of graduates through 1937 is as follows:

White: boys, 3,018; girls, 5,633; total, 8,651;
Negro: boys, 735; girls, 1,614; total, 2,349.

New Personnel

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." Information for this section should be sent to the editor as promptly as possible from the office of the president, registrar, or principal of member institutions. The directions given on pages 337 to 339 of the November, 1937 issue should be followed and the following specific instructions: write "Form C" at the top of a separate page for each employee concerning whom you are writing, and then give the information as follows: (1) the name and address of the institution, (2) the name of the new or returning employee, (3) the position he held immediately preceding his position with you (Please be specific as to this; for example, "teacher of English, John Smith High School, Jonesville, Alabama."), (4) the position he is entering in your school, (5) the degrees he holds and the institutions conferring them, (6) the employee he is succeeding in your school, (7) the position to which the preceding employee went, (8) any special comment you wish to make, (9) your signature as the person furnishing the information.

Please observe that the information desired concerns personnel of instructional rank or its equivalent; for example, a full time librarian is ordinarily considered of instructional rank, but not a student assistant working part time in the library. Similarly the treasurer or registrar is normally considered as having instructional rank, but not the office secretary of the principal, or the nurse in the infirmary, or the school dietitian, although the persons filling these positions may have had quite superior training and be paid higher salaries than some of the teachers. The line of demarcation is drawn to include as far as possible full-time employees whose work has primarily to do with the educational activities of the institution. It should also be noted that the information concerns "member institutions" of the Association. In the case of secondary schools this would mean teachers and librarians working in the high school and the supervisory officials of the high schools, including, of course, the superintendent of schools. It would not, however, include teachers in the elementary schools feeding into the high school. Where the system is organized on a junior-senior high school basis, it is the senior high school that is a member of the Association; and staff members of the junior high school who are not also teaching in the senior high school should not be included. It will be observed that in a few instances some junior high school teachers are included in this first list. This is due to lack of clarity in original instructions sent out to member institutions.

It is planned to continue this section of the QUARTERLY in the August and subsequent issues. The May issue will be devoted entirely to the proceedings of the 1937-38 annual meeting of the Association. The next material published in the section will begin alphabetically by states where

this installment leaves off; that is, since Alabama, Florida, Georgia, and Kentucky have been treated in this installment, no new material will be published concerning new personnel in these states until Louisiana, Mississippi, and other states in alphabetical order have been treated. This plan has the advantage of giving the QUARTERLY needed reserve material to stabilize the size of issues and make it easier for publication dates to be met, but it has the disadvantage that some new teachers will be reported whose tenure is so short that it has been completed before published. Where information comes that this is the case, these names will be omitted.

Please send to the QUARTERLY regularly the record of new personnel as requested in paragraph one above.

ALABAMA

ALABAMA POLYTECHNIC INSTITUTE, AUBURN:

EWING ANDERSON, A.B. (Florida), A.M. (Duke), formerly instructor West Palm Beach high school and junior college, instructor in English succeeding R. M. Weaver.

CHARLES HENRY BAILEY, B.S. (Alabama Polytechnic), instructor in agricultural engineering.

REED OSCAR CHRISTENSON, B.S. (Utah State), M.S., Ph.D. (Minnesota), assistant professor of zoölogy.

CHARLES S. DAVIS, B.S., M.S. (Alabama Polytechnic), formerly assistant archivist of Alabama state department of archives and history, assistant professor of history succeeding R. B. Draughon, now executive secretary of Alabama Polytechnic.

MARCUS PHELPS FOX, graduate of Georgia Tech. and Philadelphia Textile School, formerly with Swift Mfg. Co., instructor in textile engineering succeeding William Edward Tarrant, now on the faculty of Clemson College.

EUGENE HOUGHTON GRAY, B.S. (Alabama Polytechnic), formerly assistant architect of resettlement administration, assistant professor of architecture succeeding C. F. Newton, now with Prudential Life Insurance Co.

JAMES ETHERIDGE GREEN, D.V.M. (Alabama Polytechnic), formerly with veterinary department of CCC, part-time instructor in veterinary medicine.

LEWIS HINCHMAN HAM, B.S. (U. S. Military Academy), formerly with U. S. Army, assistant professor of military science and tactics.

ALFRED EVERETT JAMES, graduate of Rhode Island School of Design, formerly with Quality Photo Engraving Co., Providence, R. I., instructor of applied art succeeding R. D. Eadie, now with Benson Printing Co., Nashville, Tenn.

ROBERT ALEXANDER LAIRD, B.S. (Georgia), formerly assistant to district engineer, Detroit, assistant professor of military science and tactics.

Francis W. Lincoln, graduate of Rhode Island School of Design, instructor of applied art.

Sidney Wahl Little, Bachelor of Architecture (Cornell), formerly instructor of architecture Clemson, associate professor of architecture succeeding Keith Reeve, now on the faculty of the University of Florida.

Henry J. Y. Moss, B.A. (Louisiana Polytechnic), M.A. (Iowa State), formerly instructor Allen Academy, instructor of English.

Eugene Hudson Long, A.B., M.A. (Baylor), formerly instructor of English Devitt School, instructor of English.

Robert Love Partin, B.S. (State Teachers College, Tenn.), M.A., Ph.D. (Peabody), formerly instructor of history, Selma high school, Ala., assistant professor of history succeeding O. T. Ivey, now general manager of Beatrice Lumber Co.

Murrell O. Robinson, D.V.M. (Pennsylvania), formerly director of laboratory of U. S. Dairy Products Corp., professor of bacteriology succeeding I. T. Reed who entered private practice in Arkansas.

William Frederick Shaw, A.B. (Furman), A.M. (Texas), formerly instructor Pearson high school, instructor of English succeeding J. T. Fain, now on leave to pursue graduate work.

Edward G. Schiffman, B.S., M.A. (Missouri), assistant professor of agricultural economics succeeding C. M. Clark, now on faculty of University of Kentucky.

Ernest B. Smith, B.S. (Denison), A.M. (Michigan), formerly in intramural sports department of the University of Michigan, director of physical education and intramural sports.

L. E. Starr, D.V.M., M.S. (Ohio State), Ph.D. (Virginia), formerly a member of the faculty of Virginia Polytechnic, assistant dean and professor of veterinary medicine succeeding Fred Patterson who entered private practice in Georgia.

Alex O. Taylor, B.S. (Alabama Polytechnic), formerly instructor in CCC camps, director of engineering extension.

Sidney Lee Thompson, BS. (Birmingham-Southern), M.S. (Tulane), formerly instructor of mathematics, West End high school, instructor of mathematics succeeding M. G. Moore, now on the faculty of the University of Indiana.

John Leslie West, D.V.M. (Kansas State), assistant animal nutritionist and assistant professor of animal nutrition.

W. M. Womelsdorf, Bachelor of Architecture (Alabama Polytechnic), instructor of architecture succeeding A. B. Jacobs who has a scholarship at Princeton.

ANDALUSIA H. S.:

Guy Carmichael, B.S. (Howard), formerly coach and teacher in the Fayette County high school, coach and teacher of physical education succeeding L. L. Nelson who is now coaching at Gadsden high school.

Alexine Rollings, B.S. (Alabama), formerly supervisor of elementary schools of Andalusia, English teacher at junior high school succeeding Miss Clyde Simmons, now teaching English in Andalusia high school.

John C. Bright, A.B., M.A. (Alabama), formerly graduate instructor at Alabama, history teacher succeeding Glenn Sisk, now teaching at Livingston Normal.

Nina Mae Shepherd, A.B. (Alabama), formerly librarian Tuscaloosa County high school, librarian succeeding Mildred Gantt, now librarian Monroe high school.

BESSEMER H. S.:

Elizabeth Fikes, A.B., A.M. (Birmingham-Southern), formerly head of English department McAdory high school, English teacher succeeding Annie Louise Moon.

Josephine Middleton, A.B. (Western Kentucky State College), art teacher succeeding Doliska Elben.

Elizabeth Cribbs, B.S. (Alabama), formerly home economics teacher Fort Deposit, home economics teacher succeeding Stella Greathouse.

Roy Kennedy, A.B. (Howard), formerly elementary principal and high school coach, science teacher and coach succeeding Robert Russell.

Catherine Reaves, A.B. (Howard), formerly teacher Vincent Consolidated high school, music teacher succeeding Mrs. Eddieth Davis.

Velma Arnold, A.B. (Birmingham-Southern), teacher of commercial subjects.

Annie Louise Moon, A.B., M.A. (Birmingham-Southern), English teacher succeeding Susie Maxwell, who is studying at Yale.

Mary Perdue, A.B. (Alabama), A.M. (Columbia), formerly grade school teacher, French and history teacher succeeding Margaret Davidson who resigned.

Carolyn Stubbs, B.Mus. (Newcomb), English and music appreciation teacher succeeding Edna Louise Frantz, who is teaching in another school system.

BIRMINGHAM-SOUTHERN COLLEGE, BIRMINGHAM:

Ray S. Musgrave, A.B. (Bethany), M.A. (Ohio Wesleyan), Ph.D. (Syracuse), formerly instructor of psychology at Syracuse, instructor of psychology succeeding Dr. J. E. Bathhurst, who is on leave.

William L. Leap, B.S. (Washington and Lee), M.S. (Virginia), Ph.D. (Ohio State), formerly professor of sociology at Huntingdon, associate professor of sociology succeeding Dr. Paul W. Shankweiler.

BREWTON, T. R. MILLER H. S.:

George L. Zorn, A.B. (Alabama), mathematics teacher succeeding Mary Brown, now teaching in the Birmingham system.

Robert M. Snuggs, A.B. (Alabama), mathematics teacher.

Cornelia Wall, A.B. (Huntingdon), formerly English teacher Beatrice high school, head of foreign language department succeeding Lewynne Jackson, now married.

Ben W. McLeod, A.B. (Alabama), coach succeeding J. J. Finkles, now coaching at Americus, Georgia.

GUNTERSVILLE, MARSHALL COUNTY H. S.:

Leslie Wright, A.B., physical education teacher succeeding Don Sparks.

C. M. Williams, M.S., formerly at Boaz, Alabama, high school, science teacher succeeding E. F. Williamson, now a druggist.

Jean Holland, B.S., commerce teacher succeeding Jessie Caddell, now married.

Jane Webb, home economics teacher succeeding Celia Dean, now married.

HUNTINGDON COLLEGE, MONTGOMERY:

L. L. Clifton, A.B. (Oklahoma), A.M. (Chicago), formerly superintendent of schools Tipton, Oklahoma, dean of college of liberal arts, head of department of education succeeding L. E. Williams, now in business.

Eugene T. Stromberg, A.B. (Nebraska Wesleyan), M.A. (Oregon), Ph.D. (Cornell), head of department of sociology succeeding William L. Leap, now head of the department of sociology at Birmingham-Southern.

S. Helen Taylor, A.B. (Illinois), A.M., Ph.D. (Illinois), formerly at University high school, University of Illinois, head of mathematics department succeeding L. E. Williams.

JUDSON COLLEGE, MARION:

Mary Owings Beasley, B.S. (Murfreesboro State Teachers College), M.S. (Peabody), formerly director of physical education Virginia Intermont College, director of physical education succeeding Aileen Moody, now director of physical education at Coker College.

Mildred Cotnam Cunningham, B.A., M.A. (Iowa), formerly art supervisor Newton public schools, Iowa, director of art succeeding Mary E. Crenshaw.

Jennie Lorenz, A.B. (Wisconsin), A.M. (Iowa), Ph.D. (Columbia), formerly with University of Maryland speech department, assistant professor of speech succeeding Virginia Lee Harrison, now in speech department of Mississippi State College for Women.

Velma T. Greenfield, A.B., A.M. (Iowa), formerly director of dramatics, Newton high school, Iowa, instructor in dramatic production.

McCALLA, McADORY H. S.:

Victoria Davis Smith, A.B. (Alabama), formerly in Birmingham public schools, English teacher succeeding Elizabeth D. Fikes, now teaching at Bessemer high school.

Marvin Vines, A.B. (Howard), physical education teacher.

MARION, PERRY COUNTY H. S.:

L. G. Walker, A.B. (Howard), M.S. (Alabama Polytechnic), formerly principal Coosa County high school, Rockford, Alabama, principal Perry County high school succeeding B. E. Dismukes, now class room teacher in Thomasville, Alabama, schools.

MARION INSTITUTE, MARION:

George Toffel, B.A., M.S. (Vanderbilt), formerly instructor of chemistry at Vanderbilt, professor of chemistry succeeding Commander J. LeRoy Hill, U. S. N., now retired.

MOBILE, MURPHY H. S.:

Clifford Olds, B.S. (Ohio State), formerly instructor of industrial arts, teacher of distributive education.

Gwendolyn Patterson, B.S. (Alabama), formerly in business, teacher of distributive education.

Helen Hewell, A.B. (Alabama College), formerly teacher in Oakdale school, English teacher succeeding Florence Moss, now doing graduate work at Duke.

Fred Rolling, B.S. (Alabama Polytechnic), formerly teacher of industrial arts at pre-vocational school, industrial arts teacher succeeding Ross Baker.

William F. Rosser, B.S. (M. I. T. and Ohio State), formerly social science and mathematics teacher in Dayton, Ohio, industrial arts teacher succeeding Cecil M. Ward, now director of vocational education.

Pearl Thomas, B.S. (Alabama College), formerly home economics and health teacher in Decatur junior high school, home economics teacher.

Doris S. Morrissette (Mrs.), A.B. (Huntingdon), formerly home economics teacher Mobile County high school, home economics teacher succeeding Doris Griffin.

Ruth Roach Clark (Mrs.), A.B. (Huntingdon), formerly primary teacher in Mobile, English teacher succeeding Ross Funnell, now with Eastman Kodak Co.

Sidney C. Phillips, B.S., M.S. (Alabama Polytechnic), formerly commanding officer of CCC camps, English teacher succeeding Dora E. Cole, now married.

QUINTON, WEST JEFFERSON H. S.:

Opal Short, home economics instructor succeeding Mattie Hunt, now married.

MARY YANDLE, A.B. (Howard), commercial arts instructor succeeding Addie Belle Horton, now married.

KATHLEEN ESHELMAN (MRS.), A.B. (Alabama), B.S. (Buffalo), formerly connected with Birmingham public library, librarian succeeding Geraldine Hulsart, now librarian at Tuscaloosa County high school.

RAMER, MONTGOMERY COUNTY H. S.:

EARL M. FLEMMING, B.S. (Alabama Polytechnic), formerly agriculture teacher at Butler, Alabama, agriculture teacher succeeding L. L. Williams.

LA MARGARET TURNIPSEED, B.S. (Huntingdon), formerly social science teacher at Opelika, Alabama, English teacher succeeding Bertie Gammell.

GLADYS NICHOLS, B.S. (Alabama), formerly physical education teacher at Vernon, Alabama, physical education teacher succeeding Ruby N. Davis, now teaching physical education in Fairfield, Alabama.

LOUISE KELLY, M.A. (Alabama), formerly grade teacher in Montgomery, mathematics teacher succeeding Sara Patillo, now attending Columbia.

MARY W. HACKWORTH, B.S. (Business University), commercial teacher succeeding Mary V. Elgin, now commerce teacher at Wetumpka, Alabama.

MARGARET MCKEE, B.S. (Alabama), formerly librarian at Opp, Alabama, librarian.

SHAWMUT H. S.:

MARIAN DIXIE BAKER, B.S., home economics teacher.

STATE TEACHERS COLLEGE, JACKSONVILLE:

M. M. ANDERS, B.S., A.M. (Alabama), formerly assistant professor of social science at Middle Georgia College, assistant professor of history.

CHESTER C. DILLON, B.S. (Illinois), M.S. (Kentucky), formerly director of athletics and instructor of social science at Pontiac, Illinois, associate professor of physical education.

STATE TEACHERS COLLEGE, TROY:

CHARLES BUNYAN SMITH, B.S., M.A. (Peabody), formerly director, division of instruction, Alabama state department of education, president succeeding M. D. Pace.

IRWIN A. HAMMER, A.B. (Park), M.A. (Colorado), Ed.D. (Columbia), formerly head of department of education, Omaha, head of department of education and director of field service succeeding Dr. W. Morrison McCall, now director, division of instruction, Alabama state department of education.

CLAIRE K. GRAUEL (MRS.), M.A. (Columbia), formerly social director of personnel staff, Cornell, personnel director.

EMMETT KILPATRICK, M.A. (Johns Hopkins), Docteur Lettres (University of Paris), formerly professor of romance languages at University of South Carolina, professor of romance languages succeeding Rudulph Kuhlman.

SULLIGENT H. S.:

Charles M. Conrad, B.S. (Evansville), director of physical education succeeding Allan J. Menne.

Lucile S. Holman, B.S. (Peabody), director of physical education succeeding Mary Catherine Granade, now teaching mathematics in Chatom, Alabama.

Dorothy Donald, B.S. (Alabama College), music instructor succeeding Sadie Humber, now married.

Doris Rollins, B.S. (Alabama), formerly instructor of history, Sheffield, Alabama, history instructor succeeding Lena Grady.

THORSBY INSTITUTE, THORSBY:

Lois Townsby, A.B. (California), history, civics, and public speaking teacher.

FLORIDA

ALVA H. S.:

Edith Magill, A.B. (Florida State College for Women), formerly teacher at Labelle high school, mathematics teacher succeeding Hilda Hendricks.

BRANDON H. S.:

E. E. Laney, B.S. (Southern), formerly Wimauma high school teacher, history and social studies teacher.

DADE CITY, PASCO COUNTY H. S.:

H. D. Smith, B.S.E., M.A. (Florida), formerly science teacher at Ocala high school, principal succeeding Paul T. Delaven, now principal of Bushnell high school.

JOHN B. STETSON UNIVERSITY, DELAND:

Lola B. McCollough, Ph.B. (Chicago), A.M. (Columbia), formerly dean of Women at W. Chester State Teachers College, dean of women succeeding Maude Emma King, now assistant professor of English.

FOREST LAKE ACADEMY, MAITLAND:

Kenneth A. Wright, B.A. (Emmanuel Missionary College), formerly superintendent of education Florida conference of S. D. S., principal and business manager succeeding W. E. McClure, now director of Malamula Mission (Africa).

KISSIMMEE, OSCEOLA COUNTY H. S.:

John Colombo, B.S. (John B. Stetson), formerly social science teacher at Meadowland, Minn., athletics and science teacher succeeding L. C. Pilts.

Eleanor Biggers, B.S. (Florida State College for Women), English teacher.

LAKE CITY, COLUMBIA H. S.:

Marguerite Sanders (Mrs.), A.B. (St. Teachers College, Tenn.), formerly teacher of Campbell high school, Russelville, Alabama, English teacher succeeding Willobelle Terry, now married.

Sara Krentzman, A.B. (Florida State), formerly English teacher and librarian at Zephyrhills, librarian succeeding Louise Clements, now married.

Jessie Heath, A.B. (Florida State), English teacher at Fort White, English teacher succeeding Mabel Houser, transferred to senior high school department.

ORLANDO SENIOR H. S.:

Helen Askue (Mrs.), B.A. (Denison), formerly English instructor at Winter Park, Florida, English instructor succeeding Mrs. Sara Hurst, now at Miami senior high school.

Beth Daane, B.S. (Florida State), English instructor, hygiene teacher.

Lorena Hendry (Mrs.), B.S. (Florida State), formerly domestic science instructor at Cherokee junior high school, Orlando, domestic science instructor.

Frankie Hudson (Mrs.), formerly instructor of commercial subjects at Orlando Vocational school, instructor of commercial subjects.

William Carlisle Hughes, B.S. (Florida), instructor of physical education.

Kenneth V. Lottick, A.B. (Hanover), M.A. (Ohio), formerly principal at Ravenna high school, Ohio, instructor of ancient and modern history succeeding John S. Shaw, now doing graduate work at Duke.

Zollie Maynard, B.A. (Florida), instructor of social science and coach.

Reeves Stingley, formerly science instructor, De Land, Florida, instructor of ancient history succeeding Mrs. Clara Smith Dalton, now at Miami Beach high school.

PERRY, TAYLOR COUNTY H. S.:

Mrs. C. H. Robinson, A.B. (Florida State College for Women), formerly teacher at Palmetto high school, Florida, English teacher succeeding Mrs. Sarah Young, who is not teaching.

Dorris Peacock, A.B. (Georgia State College for Women), mathematics and English teacher.

Roberta Diamond, B.S. (Florida State College for Women), home economics teacher succeeding Bernice Blacklock, now home economics teacher at Punta Gorda.

Lula Hays, B. Mus. (Wesleyan), formerly at Ocoee high school, music teacher.

PLANT CITY SENIOR H. S.:

Herbert L. Bissett, B.S. (Presbyterian), formerly at Avon Park high school, coach and mathematics teacher succeeding James E. Hughes, now coach at Plant high school, Tampa.

Clarke Woodward, B.S. (State Teachers' College, Tenn.), formerly at State Teachers' College, Murfreesboro, mechanical drawing and manual training teacher succeeding Leo Schneider.

Donald Atkins, B.S. (Southern), mathematics and science teacher succeeding Emily Jones, now teacher at Homestead, Florida.

V. D. Bechner, B. S. (Missouri), formerly principal of Memorial junior high school, Tampa, supervising principal of Plant City schools succeeding Dr. R. L. Carter, now director of instruction, Hillsboro County.

Mary Louise Robinson, A.B. (Agnes Scott), formerly mathematics teacher at Tomlin junior high school, mathematics teacher succeeding Cedora Tutch, now teaching at Tomlin junior high school.

Eleanor M. Sparkman, B.S. (Florida State), formerly home economics teacher at Live Oak, home economics teacher succeeding Ida B. Dowdell, not teaching.

Ira M. McAlpin, B.S. (Florida), formerly manager of Plant City Courier, head of diversified occupational department succeeding Dan Thompson, now working with D. O. department, Miami.

PUNTA GORDA, CHARLOTTE COUNTY H. S.:

Bernice Adele Blacklock, B.S. (Tennessee), formerly home economics teacher at Perry, home economics teacher succeeding Catherine Brabson, now at Wildwood high school.

Jean Brown, A.B. (Florida State College for Women), English teacher succeeding Elsie Spear.

James Harold Robinson, B.S. (Florida), formerly coach and teacher at Palmetto, teacher and coach succeeding Floyd Taylor, now manual arts teacher at Miami.

Donald Cavins, A.B., industrial arts instructor succeeding F. W. Taylor, now instructor at Miami.

W. J. Vincent, B.S. (Florida), formerly principal of Lecanto Grammar school, mathematics teacher succeeding Leo Wotizsky, now a reporter.

SEBRING JUNIOR-SENIOR H. S.:

Mary Coley, B.A. (Western Kentucky Teachers College), formerly librarian and grammar teacher at Callaban, librarian.

TAMPA, H. B. PLANT H. S.:

Marguerite Holder, A.B. (Florida State College for Women), formerly teacher at Sulphur Springs, Florida, teacher succeeding Mr. LaMar Sarra, now principal of Washington junior high school, Tampa.

C. Phil Peters, B.S. (N. Texas State Teachers College), formerly principal of Washington junior high school, principal of Plant high school succeeding E. E. Jeter, now principal of Franklin junior high school, Tampa.

Beryl Kitchen (Mrs.), A.B. (Park), formerly teacher at Washington junior high school, teacher.

James Hughes, B.A. (Florida), formerly athletic director of Plant City high school, athletic director succeeding Mr. LaMar Sarra, now principal of Washington junior high school, as coach and J. W. Compton, now principal of Tarpon Springs high school, as teacher.

ELEANOR WEBB, Ph.B., A.B. (Emory), formerly assistant librarian of Hillsborough high school, librarian succeeding Charles Gay, now in private business.

VERO BEACH H. S.:

C. M. WILLIAMS, B.S. (Indiana), M.A. (Florida), formerly supervising principal at Inverness, Florida, supervising principal succeeding Clotilde Smith, now teaching in Dade County.

UNIVERSITY OF FLORIDA, GAINESVILLE:

CHARLES MEEKS ANDERSON, A.B., M.A. (Johnson Bible College), M.A. (Michigan), formerly economics instructor at University of North Carolina, assistant professor of economics and real estate.

ARCHIE FAIRLY CARR, B.S., M.S., Ph.D. (Florida), formerly graduate assistant at University of Florida, instructor in general college.

KENNETH DAMERON, B.A. (Beloit), M.A. (California), Ph.D. (Columbia), formerly associate professor of Ohio State, visiting professor of economics.

JOHN LOUIS ROCHON GRAND, B.S., M.A. (Catholic University), certificate in architecture (Beaux-Arts Institute of Design), formerly in private and governmental work, assistant professor of architecture.

KENNETH BLAISDELL HAIT, A.B. (Florida), Ph.D. (Peabody), formerly supervising principal of Brooksville, Florida, assistant professor of education.

RAY COLLIER HUGHES, B.S. (Florida), formerly science teacher at Marianna, Florida, instructor in general college.

JOHN PAUL JONES, JR., B.A. (Florida), formerly student assistant at Florida, instructor in journalism.

OSCAR FREDERICK JONES, B.A. (Florida), formerly music supervisor Greely Institute, instructor of Spanish and German.

MARK BARTLEY JORDAN, B.S. (Florida), M.S. (Louisiana State), formerly graduate assistant at Louisiana State, professor of agricultural education.

ANGUS MCKENZIE LAIRD, A.B., M.A. (Florida), formerly instructor and assistant director of extension division University of Denver, assistant professor of English.

WILLIAM TRAVIS LOFTEN, B.S. (Florida), formerly vocational agriculture teacher at Largo, assistant professor of agricultural education.

JOHN BERRY MCFERRIN, B.S. (Southwestern), A.M., Ph.D. (University of North Carolina), formerly graduate assistant at North Carolina, assistant professor of economics.

JOHN H. PAUSTIAN, A.B. (Nebraska Wesleyan), M.A. (Wisconsin), formerly instructor at Madison, Wisconsin, instructor of industrial arts education.

GEORGE OSBORN PHELPS, B.S. (New Hampshire), M.S., M.E. (Tennessee), formerly instructor at Chattanooga Tech. high school, instructor of industrial engineering.

ROY LEE PURVIS, B.S., B.A. (Florida), formerly bookkeeper and accountant, instructor in business administration.

Keith Graham Reeve, B.S., M.A. (Illinois), formerly associate professor at Alabama Polytechnic, associate professor of architecture.

Comer Vann Woodward, Ph.B. (Emory), A.M. (Columbia), Ph.D. (North Carolina), formerly instructor at Georgia Tech., assistant professor in general college.

GEORGIA

ADEL, SPARKS-ADEL H. S.:

Mrs. W. D. Wilkes, A.B. (Georgia), formerly teacher in Adel grammar school, instructor of history succeeding Harry Evarts, now principal of Barney high school.

Martha Duke, B.S. (Georgia State College for Women), formerly teacher in Adel grammar school, English teacher succeeding Juanita Clements, now English teacher at Moultrie high school.

ALBANY H. S.:

J. O. Allen, A.B., M.A. (South Carolina), formerly principal of Albany high school, superintendent of schools succeeding Roland E. Brooks, deceased.

B. D. Lee, A.B., M.A. (Wofford), formerly mathematics and social science teacher and coach at Albany high school, principal of Albany high school succeeding J. O. Allen, now superintendent of schools.

A. R. Ayers, B.S. (North Carolina), formerly at Belton, S. C., science teacher.

Rebecca Broach, B.S., home economics teacher succeeding Mary Beth Barnett, now with the state department of education.

Louise McBride, A.B. (Georgia State College for Women), formerly at Social Circle, Georgia, commercial teacher succeeding Miss Huff, resigned.

J. M. Meadors, A.B. (Georgia), formerly a teacher at Fitzgerald, Georgia, English teacher succeeding Miss White, transferred to library.

Mabel White, B.S., formerly English teacher at Albany high school, librarian.

Rupert Langford, A.B., formerly at Bainbridge, Georgia, civics teacher.

Hollis Stanford, A.B., social science teacher and basketball coach.

Katherine Vinson, B.S., physical education director.

Katherine Underwood, piano instructor,

ARLINGTON H. S.:

Fred Hendricks, A.B. (Georgia), formerly superintendent at Homerville, Georgia, mathematics and science teacher succeeding J. L. Andrews, now superintendent at Montrose, Georgia.

Hazel Mercer, B.S. (Georgia State College for Women), home economics teacher.

ATHENS, UNIVERSITY H. S.:

S. J. Singleton, A.B., M.A. (Georgia), formerly science teacher at La-

Grange high school, principal succeeding Annie V. Massey, now social science teacher at Columbus high school.

G. L. O'Kelley, Jr., B.S. (Georgia), formerly agriculture teacher at Wadley, Georgia, professor of agriculture succeeding J. H. Wilson, now agriculture teacher at Winterville, Georgia.

Jessie Mae Parker, B.S. (Georgia), formerly home economics teacher at Hartwell, Georgia, home economics teacher.

BRENAU COLLEGE, GAINESVILLE:

Irving Peary Orens, B.S., Ph.D. (Virginia), A.M. (Columbia), formerly in private business, head of mathematics and physics department succeeding Dr. Gertrude McCain.

James A. Padgett, A.B. (Merrivale), M.A. (Oklahoma), Ph.D. (North Carolina), formerly professor of history, Trinity, head of history department succeeding W. C. Carleton.

Paul von Lillienfeld-Toal, early degrees at Leipzig and Göttingen, Ph.D. (Kiel), formerly gave private lessons in New York, head of department of German succeeding George L. Karlsson.

DECATUR BOYS' H. S.:

Allen Shi, B.S., formerly teacher and coach at Ranburne, Ala., social science teacher and football coach succeeding W. W. Sullivan.

GEORGIA SCHOOL OF TECHNOLOGY, ATLANTA:

Clinton E. Trimble, A.B. (California), M.S., Ph.D. (Southern California), formerly chemistry instructor at Southern California, chemistry instructor succeeding Dr. W. F. Gresham, now research chemist with duPont.

Henry Leitner Edwards, B.S. (Florida), M.S., Ph.D. (North Carolina), formerly science instructor and principal of Seabreeze high school, Daytona Beach, Fla., instructor of chemistry succeeding D. Y. Brannock.

Robert Rummel, B.A. (Maryville), M.S. (Vanderbilt), formerly teaching fellow at Vanderbilt, chemistry instructor.

Kirby E. Jackson, B.S., M.S. (Vanderbilt), Ph.D. (Washington), formerly commanding officer of CCC camps, chemistry instructor.

William Rupert Weems, B.S. (Georgia Tech.), M.S. (Massachusetts Tech.), formerly engineer with Pioneer Instrument Co., Brooklyn, instructor in A. E.

Martial Alfred Honnell, B.S. (Georgia Tech.), formerly radio engineer and operator, WGST and Pan American Airways, instructor in electrical engineering.

Pierce Stephens Smith, B.S. (Georgia Tech.), formerly with American Finishing Co., Memphis, Tenn., instructor in T. E. department.

Leonard Marbrey Thompson, B.S. (Georgia Tech.), formerly with Bibb Mfg. Co., instructor in T. E. department half time and graduate research assistant half time.

Chandler H. Holton, A.B. (Amherst), A.M. (Harvard), formerly master at Milton Academy, instructor of mathematics.

Julian Hoke Harris, B.S. (Georgia Tech.), sculptor, now instructor.

Tom M. Cranfill, A.B. (Texas), A.M. (Harvard), instructor of English.

David B. Comer, III, A.B., A.M. (Tulane), formerly English, history, and Latin teacher, instructor of English.

Maurice R. Brewster, B.S. (Missouri Valley), M.B.A. (Northwestern), formerly assistant professor of economics at Emory, associate professor of economics succeeding Dr. Weimer.

Ralph O. Elliott, B.S.C. (Georgia Tech.), M.S.C., University System Evening School, formerly special representative of Remington-Rand, part time instructor in accounting.

R. K. Jacobs, B.S.C.E., B.S. (Ohio Northern), formerly engineer with Hausman Steel Co., Toledo, instructor of engineering drawing and mechanics.

Joseph P. Vidosic, M.S. (Stevens Institute of Tech.), formerly assistant plant engineer with Whitlock Cordage Co., instructor of engineering drawing and mechanics.

Ralph E. Lewis, B.S. (Iowa), M.S. (Illinois), formerly assistant professor of mechanical engineering at Southern Methodist, instructor of engineering drawing and mechanics.

C. O. Mock, B.S., M.E. (Kentucky), formerly with Kentucky, assistant professor of engineering drawing and mechanics.

J. H. Groves, B.S. (Georgia Tech.), formerly coördinator of diversified occupations at Thomaston, Georgia, assistant teacher trainer and supervisor field of textile education.

P. E. Babcock, B.S. (New York), formerly director of vocational education, Savannah, assistant state supervisor and teacher trainer of industrial and distributive education.

Earnest Robert Harrison, B.S. (Georgia Tech.), formerly with Fulton Supply Co., instructor of mechanical engineering.

Donald Brooks Wilcox, B.S. (Pennsylvania State), formerly manager of C. G. Winarrs Co., Asbury Park, instructor of mechanical engineering succeeding R. M. Matson, now head of M. E. department at Southern Methodist.

Robert Lewis Allen, B.Ed. (Southern Illinois State Teachers College), B.S. (Georgia Tech.), formerly with Compressed Industrial Gases, instructor of mechanical engineering.

GEORGIA STATE WOMAN'S COLLEGE, VALDOSTA:

Rosalyn Gardner, A.B. (Woman's College, North Carolina), A.M. (North Carolina), formerly teaching at Rockingham County high school, N. C., professor of French for 1937-38 during leave of absence of Miss Sapelo Treanor who is doing graduate work at North Carolina.

MERCER UNIVERSITY, MACON:

Fritz L. Redlich, Ph.D. (Berlin), formerly with Michigan State, professor of economics succeeding Dr. William E. Fort, now professor of economics at Winthrop College.

Robert N. Cook, LL.B. (Duke), professor of law succeeding Dr. H. S. Barnes, now on leave of absence for graduate study at Duke.

Otis P. Dobie, A.B. (Randolph-Macon), LL.B. (Virginia), LL.M. (Harvard), professor of law succeeding Brainnerd Currie, now on faculty of Wake Forest.

PELHAM H. S.:

Thomas M. Sparks, B.S. (Georgia Tech.), mathematics and science teacher succeeding Julius Gholson.

Isabel Davis, A.B. (Georgia State College for Women), formerly French and Latin teacher at Sasser, Georgia, French and Latin teacher succeeding Lillian Sears.

Margaret Sumner, A.B. (Georgia State College for Women), formerly English and French teacher, Edison high school, Georgia, English teacher and librarian.

Leta Boynton, B.S. (Georgia State College for Women), formerly home economics teacher at Leesburg, Georgia, home economics teacher succeeding Eugenia Whitehead.

QUITMAN H. S.:

Allen C. Smith, A.B. (Georgia), A.M. (Duke), formerly superintendent of Dixie Consolidated school, Georgia, superintendent of schools succeeding J. Harold Saxon, now university high school inspector, Georgia.

Anne Sanderson, A.B. (Mississippi State College for Women), formerly teacher at Dixie high school, Georgia, history teacher succeeding Pearl Tedder, now in history department at Cartersville high school, Georgia.

Pearl Woodruff, A.B. (Wesleyan), formerly teacher at Thomasville high school, Georgia, English teacher succeeding Mildred Jackson, now instructor of English and physical education at Abraham Baldwin College.

Ralph F. Quarles, A.B. (Oglethorpe), M.A. (Georgia), formerly at Riverside Military Academy, director of athletics and in English department succeeding W. P. Warren, Jr., now principal of Quitman high school.

Mary Will Test, A.B., M.A. (Georgia), history department.

Eunice Lawrence, A.B. (Agnes Scott), A.M. (Emory), formerly at Chamblee, Georgia, Latin and French teacher succeeding Frances Warren, now science teacher at Hazelhurst, Georgia.

SHORTER COLLEGE, ROME:

Esther Howe, B.Mus. (Oberlin Conservatory), formerly assistant instructor at Oberlin Conservatory, instructor in piano and ensemble succeeding Unnie K. Ramsey.

Robert Sheldon, B.M. (Northwestern), formerly instructor of piano, DePauw, instructor of piano succeeding Mrs. Marian Tauber.

F. S. Wilder, A.B. (Dartmouth), A.M. (North Carolina), formerly assistant at North Carolina, instructor of sociology and economics.

Paloma Wiggins, A.B. (Shorter), formerly speech teacher at Bainbridge high school, Georgia, assistant in speech succeeding Joyce Storey.

Dickey Culbreath (Miss), A.B. (Shorter), assistant in chemistry succeeding Miss Vaidee Guerry, now chemistry instructor at Thomson high school, Georgia.

SOUTH GEORGIA TEACHERS COLLEGE, COLLEGEBORO:

Kenneth L. Bing, A.B. (Nebraska Wesleyan), M.A. (Minnesota), formerly at Glencoe high school, Minn., associate professor of industrial arts succeeding Dr. H. H. London, now state director of education for trade and industry in Mississippi.

Ruth McPherson Doty (Mrs.), B.A. (Grenada), M.A. (Peabody), formerly supervising teacher in summer of 1937 at East Texas Teachers College, supervising teacher succeeding Nelle Bracy.

Susie Hammack, B.S. (Battle Creek), A.M. (Columbia), formerly physical education instructor at Winthrop, assistant professor of physical education succeeding Louise McGilvrey, now at Gulf Park.

Charles B. Kestler, A.B., A.M. (North Carolina), formerly at Greensboro high school, North Carolina, instructor of English succeeding Fielding D. Russell, now on leave of absence to study at George Washington.

Marjorie T. Guardia (Mrs.), M.A. (Peabody), formerly English instructor at Peabody, assistant professor of English.

Kate L. Houx, B.S., A.M. (Columbia), formerly director of teacher training, East Oregon Normal School, visiting professor of education.

William Burton Moye, A.B. (Piedmont), M.S. (Mercer), formerly mathematics teacher at Middle Georgia College, assistant professor of mathematics.

Ronald J. Neil, A.B., B.Mus. (Kansas Wesleyan), M.Mus. (Syracuse), M.A. (Iowa State), formerly head of fine arts department, Culver-Stockton, associate professor of music.

Mark F. Scully, B.S. (South Eastern Missouri State Teachers College), M.A. (Peabody), formerly a high school teacher in Missouri, instructor of social studies, laboratory school.

Allen E. Shearer, A.B. (Lincoln Memorial), M.S. (Mercer), Ph.D. (Peabody), formerly instructor of secondary education at Peabody, associate professor of education.

Lena Nell Smithson, B.S., M.A. (Peabody), formerly high school teacher in Davidson County, Tenn., instructor of home economics, laboratory school.

STATESBORO H. S.:

B. B. Williams, B.S. (College of Charleston), instructor of science succeeding C. W. Scott, not teaching.

Neva Fletcher, A.B. (Georgia State College for Women), B.S., L.S. (Peabody), formerly librarian at Jesup, Georgia, librarian succeeding Adrianne Wills, now librarian at Moultrie, Georgia, high school.

THOMASVILLE H. S.:

Anita Boswell, A.B. (Agnes Scott), formerly social science and English teacher at Greenville, S.C., social science teacher succeeding Gwynn McLendon.

Rachael Marp, A.B. (Mercer), B.M. (Wesleyan Conservatory), formerly public school music and piano teacher, librarian and piano teacher succeeding Dorothy Crook, now librarian.

UNIVERSITY OF GEORGIA, ATHENS:

Donald Clarke Boughton, B.S. (Pittsburgh), M.S., (Minnesota), formerly visiting investigator in zoölogy from Rockefeller Institute of Medical Research, assistant professor of Zoölogy.

Phillip Laurance Buttrick, M.F. (Yale) formerly assistant professor of forestry, Michigan State, professor of forestry.

Betty Clague, B.S., A.M. (Columbia), assistant professor of physical education at Junior College, Portales, New Mexico, instructor of physical education.

Madge Albright Coble, B.S. (Guilford), formerly director of teacher training in home economics at Arkansas, associate professor of home economics education.

Walter D. Cocking, A.B. (Des Moines), M.A. (Iowa State), Ph.D. (Columbia), dean of college of education.

Geoffrey William Crickmay, B.A. (British Columbia), Ph.D. (Yale), formerly assistant state geologist, Georgia, associate professor of geology.

Lamar Dodd, associate professor of art.

Maude Pye Hood, B.S., M.S. (Georgia), home economics instructor.

Robert S. Justice, B.Sc., M.Sc. (Ohio State), Ph.D. (Florida), formerly assistant professor of pharmacology at Wyoming, assistant professor of pharmacy.

James Blazer Lewis, B.S.F. (Washington), M.F. (Syracuse), associate professor of forestry.

Margaret Elizabeth McPhaul, B.S. (Georgia), head teacher of University nursery school.

McAllen Calhoun Myers, B.S.A. (Georgia), instructor of horticulture.

George Ligon O'Kelley, Jr., B.S. (Georgia), formerly vocational agriculture teacher at Wadley high school, Georgia, instructor and critic of vocational agriculture at University high school.

Jessie Mae Parker, B.S. (Georgia), formerly instructor at Hartwell high school, Georgia, instructor and critic of vocational agriculture.

Helen Priest, formerly assistant at New College, Columbia University, physical education instructor.

Stanton James Singleton, A.B. (Georgia), formerly science teacher at LaGrange high school, Georgia, principal of University high school.

James Alexander Spruill, Jr., A.B. (North Carolina), B.A. (Oxford), LL.B. (South Carolina), LL.M. (Columbia), formerly adjunct professor of law at South Carolina, assistant professor of law.

George Edward Thompson, B.S.A., M.A. (Toronto), Ph.D. (Cornell), formerly plant pathology instructor at Cornell, assistant professor of plant pathology.

Clifton Albert Ward, B.S.A. (Georgia), M.S. (Iowa State), instructor of animal husbandry.

Kenneth Lee Waters, A.B. (Lynchburg), M.S. (Georgia), chemistry instructor.

VIDALIA H. S.:

Cynthia Mallory, B.S. (Scarritt), formerly librarian at Andrew College, librarian.

Mary Braselton, A.B. (Brenau), B.S. (Georgia), head of commercial department succeeding Marjorie Caldwell.

Lash Fowler (Miss), B.S. (Wesleyan), science teacher.

Amos Teasley, A.B. (Vanderbilt) director of athletics succeeding Cliff Hale.

L. D. Collins, A.B. (South Georgia Teachers College), formerly principal of Lyons high school, principal succeeding Carl Renfroe.

Helen Smith, B.S. (Georgia State College for Women), head of home economics department succeeding Louise Stiles.

WESLEYAN COLLEGE, MACON:

Aaron R. Alley, formerly with First Nat'l. Bank & Trust Co., Macon, bursar succeeding Joe B. Hill, now connected with McAfee Candy Co.

Lucile Nelson, studied in New York and abroad, formerly supervisor of music project Charleston district, WPA, professor of voice succeeding Mrs. Lalla Bright Ensign, private teaching.

Samuel Luttrell Akers, B.D. (Northwestern), A.B. (Tennessee), Ph.D. (Yale) formerly head of psychology and philosophy department, acting dean.

WEST GEORGIA COLLEGE, GENOLA:

C. Porter Claxton, B.S., M.A. (Tennessee), formerly assistant professor of rural education, Tennessee, director of rural education and professor of education.

Nettie E. Brogden, B.S., M.A. (Peabody), formerly director of Habersham Materials Bureau, New College, Columbia University, supervisor of Carroll County schools, director of materials laboratory.

KENTUCKY

BARBOURVILLE H. S.:

W. M. Wilson, formerly superintendent of Columbia city schools, Kentucky, superintendent of Barbourville city schools succeeding D. M. Humfleet, now principal of Lynn Camp high school, Knox County, Kentucky.

G. R. Boyd, A.B. (W. Kentucky Teachers College), formerly principal Barnes high school, Simpson County, Kentucky, principal Barbourville high school succeeding Mrs. Sarah Hughes, acting principal, now history teacher Barbourville high school.

Mrs. C. C. Jones, B.S. (Eastern Teachers College, Kentucky), formerly home economics director Corbin high school, home economics director succeeding Mildred Blair, now attending school.

BELLEVUE H. S.:

Jane Lewis, B.S. (Kentucky), formerly home economics teacher Georgetown, Kentucky, home economics teacher succeeding Ruth Davies, now married.

Carolyn Foxworth, A.B. (Kentucky), formerly librarian Frankfort high school, librarian.

BEREA H. S.:

Samuel Wise, A.B. (Eastern State Teachers College), mathematics teacher succeeding Edith Smith, now clerk.

Bernice Jones, A.B. (Eastern State Teachers College), English teacher succeeding Lucille Gilbert, now teaching at Berea College.

Mary Engle, A.B. (Berea), history teacher succeeding Clarence T. Sharpton, now superintendent Berea public schools.

Rose McElroy, M.A. (Cincinnati), formerly assistant librarian Cincinnati public library, librarian succeeding Anna Lee Hartner, now assistant librarian at Tennessee Teachers College.

BETHEL WOMAN'S COLLEGE, HOPKINSVILLE:

Charlotte A. Wright, B.A. (N. Y. State College for Teachers), Th.B. (Gordon College), A.M. (Columbia), formerly educational missionary in India, dean succeeding Lelia Grimes McMullen, now married.

Olga Leaman (Owensboro College, Chicago Musical College, Hochaschule Fur Music), formerly with State College for Women, Texas, voice teacher succeeding Madame Emma Noe.

Hermine Booth, B.A. (Gulf Park Junior College), formerly instructor of secretarial science John B. Stetson, commercial teacher succeeding Martha Wolverton.

BOWLING GREEN H. S.:

H. B. Gray, A.B. (Western Kentucky Teachers College), M.A. (Kentucky), formerly principal Woodburn high school, principal Bowling Green

high school succeeding L. C. Curry, now superintendent of Bowling Green schools.

BURGIN H. S.:

J. Irvin Huddleston, A.B. (Centre), formerly principal, history teacher, and coach, principal, teacher and coach succeeding Mary Moulder.

Mrs. I. E. Enlow, B.S. (Georgetown), formerly science and music teacher, science and music teacher succeeding Everett Cocanougher.

BUTLER CONSOLIDATED SCHOOL:

James A. Cummins, B.S. (Cincinnati), physical education and science teacher.

Terry Marquis, B.S. (Kentucky), commercial and social science teacher.

CARLISLE H. S.:

Jane Ross, A.B. (Centre), librarian and English teacher succeeding Mrs. Glennie Gilley, retired.

CARROLLTON H. S.:

Theo. A. Sanford, A.B. (Centre), A.M. (Kentucky), formerly principal Danville high school, superintendent Carrollton city schools succeeding Paul B. Boyd, now principal Danville high school.

J. F. Hartford, B.S. (Western Kentucky Teachers College), formerly Danville high school teacher, history teacher.

CENTRE COLLEGE, DANVILLE:

Charles Leese, A.B. (Gettysburg), M.A., Ph.D. (Pennsylvania), formerly head of economics and business administration department Susquehanna, professor of economics and sociology succeeding H. C. Minor, now president Farmers Nat'l. Bank of Danville.

Theodore Hunt, A.B., B.M. (Oberlin), formerly head of music department Albright, head of music department succeeding Mary Street, now professor of music at Central, and Mrs. Jay Harlan, now giving private lessons.

John P. C. McCarthy, A.B. (Carleton), formerly teacher Intermountain Union College, Montana, instructor.

CLAY H. S:

Elizabeth Schocknecy, A.B. (Kentucky), commercial teacher succeeding W. G. Sullenger.

Mildred Fortenbery, A.B. (Western State Teachers College), home economics teacher succeeding Katherine Russell, now teaching at Russellville.

COLUMBIA H. S.:

O. E. Huddle, A.B. (Georgetown), M.A. (Kentucky), formerly superintendent Sonora schools, Kentucky, superintendent Columbia schools succeeding W. M. Wilson, now superintendent of Barbourville schools.

DAYTON H. S.:

David M. Wherry, B.S. (Ohio State), formerly industrial arts teacher Leavittsburg, Ohio, industrial arts teacher succeeding John S. Whitesel, now teaching industrial arts at State Teachers College, Connecticut.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, RICHMOND:

Alma Regenstein, B.S. (Eastern Kentucky State Teachers College), formerly home economics teacher Shelbyville high school, assistant professor of home economics succeeding Mary Adams, now teaching home economics at Danville, Kentucky.

Ralph Whalin, B.S. (Western Kentucky Teachers College), M.A. (Missouri), formerly industrial arts instructor University City, Missouri, assistant professor of industrial arts.

Mary Jeannette Hoffman, B. Mus., M. Mus. (Columbia School of Music), assistant professor of music succeeding Mary Murphy, now voice teacher at State Teachers College, Kansas.

ERLANGER, LLOYD MEMORIAL H. S.:

Dorothy Ann Dundon, A.B. (Kentucky), M.A. (Michigan), French and social science teacher succeeding Jane Bennett.

Rosamond Bayne, A.B. (Earlham), formerly assistant librarian Earlham, librarian succeeding Fred Folmer, now assistant librarian Nebraska Teacher's College.

FRANKFORT H. S.:

Tressa Dietz, A.B. (Kentucky), formerly teacher Mayslick high school, librarian succeeding Carolyn Foxworth, now librarian at Bellevue.

Ella Kagin, A.B. (Western), formerly teacher Irvington, Kentucky, Latin teacher.

Henry Lee, A.B. (Eastern State Teachers College), commerce teacher succeeding Herbert Hogan, now bookkeeper Morehead State Teachers College.

Patricia Park, A.B. (Kentucky), formerly teacher Mayslick high school, history teacher succeeding Sarah Wallace Smith, retired.

GEORGETOWN COLLEGE, GEORGETOWN:

W. A. Hensley, formerly industrial chemist, professor of chemistry succeeding J. Stanton Pierce, now professor of chemistry at Richmond.

GRAHAM CONSOLIDATED SCHOOL:

Earleen Stewart, A.B. (Western Kentucky Teachers College), formerly teacher Dunmor high school, English teacher succeeding Elizabeth Duncan, now music director Drakesboro.

Joseph M. Beard, B.S. (Western Kentucky Teachers College), formerly teacher Weir high school, science teacher succeeding T. W. Rodgers, now traveling salesman.

HARLAN H. S.:

Charles Speer Abernathy, B.S. (Middle Tennessee Teachers College), industrial arts teacher succeeding John Max Aber, now teaching in Miami, Florida.

Frederick Howard, B.S. (Union), science teacher succeeding Harry Shannon.

Billie B. Irvin, B. S. (Kentucky), home economics instructor succeeding Margaret Myrick, now at Tennessee Junior College.

Hazel Lambert, B.A. (Western Kentucky Teachers College), (Bowling Green Business University), formerly teacher Allen County, commercial instructor succeeding Mattie Martin, now married.

Houston Reed, B.S. (Illinois), band instructor succeeding O'Dell Willis, now teaching at Knoxville Central high school.

Martha Marguerite Spille, B.A. (Ball State Teachers' College), public speaking and geography teacher succeeding Vera Slagle, now married.

Charles McClurg, B.A. (Kentucky), formerly teacher Olive Hill, Kentucky, coach and social science teacher succeeding L. B. Johnson, now teaching at Knoxville.

HAZARD H. S.:

Francis Bichon, B.S. (Kentucky), formerly teacher Reidland schools, home economics teacher succeeding Mrs. W. G. Riley, not teaching.

Roy Teague, A.B. (Eastern State Teachers College), mathematics teacher succeeding Clarence Maggard, not teaching.

Mrs. A. B. Morgan, B.S. (Union), M.S. (Arkansas), formerly teacher Bagdad high school, mathematics and science teacher.

HOLY CROSS H. S., LATONIA:

Sister M. Judith Hock, A.B. (Villa Madonna), formerly elementary school teacher, history and English teacher succeeding Bernadette Allgeyer, now teaching at St. James, Ludlow, Kentucky.

JEFFERSONTOWN H. S.:

L. L. Knight, A.B. (Western Kentucky State Teachers College), A.M. (Duke), formerly teacher Fern Creek high school, Buechel, Kentucky, social science teacher succeeding Frank S. Hale.

LEXINGTON, BRYAN STATION H. S.:

Dorothy Whalen, A.B. (Kentucky), librarian succeeding Mrs. Dugan.

Lee R. Crook, B.S. (Kentucky), music and English teacher succeeding Paul Cundiff, now student at Cornell.

William Archdeacon, A.B. (Kentucky), science teacher succeeding W. K. Evans, now principal of a high school in Illinois.

Paul Thurman, B.S.C.E., B.S.M.E. (Kentucky), formerly teacher Maysville, physics and general science teacher succeeding W. K. Evans, now principal of a high school in Illinois.

GRACE MCDANIEL, B.S. (Western State College), home economics teacher succeeding Mary Belle Vaughn, now teaching University training school.

LEXINGTON, PICADOME H. S.:

OWEN SEITZ, A.B. (Western Teachers College), science teacher and orchestra director succeeding Chester Travelstead, now music teacher.

MILDRED GUTHRIE (Mrs.), A.B., M.A., study hall director succeeding, Kate Hoalt.

PATRICIA RATLIFF (MRS.), B.S., formerly grade teacher Knoxville, home economics teacher succeeding Mildred Bolto, now teaching in Covington, Kentucky.

EVELYN CRACRAFT, A.B., formerly mathematics teacher Stanton, Kentucky, mathematics teacher succeeding Mrs. Anne Young, now in commercial work.

LOUISVILLE, DUPONT MANUAL TRAINING H. S.:

JOHN B. THOMAS, JR., A.B. (West State Teachers College), formerly English teacher Louisville junior high school, English teacher succeeding A. C. Muller, now English teacher at San Antonio, Texas.

MORTON WALKER, A.B., M.A. (Kentucky), formerly English teacher Southern junior high school, English teacher succeeding James P. Wood, now English instructor Amherst.

LOUISVILLE, MALE H. S.:

WILLIAM C. FORD, B.S. (Louisville), formerly mathematics instructor Highland junior high school, mathematics instructor succeeding C. A. Venable.

EDWARD M. RAY, A.B., M.A. (Western Kentucky State Teachers College), formerly teacher Barrett junior high school, natural science instructor.

LYNCH H. S.:

WAYNE N. CUSIC, A.B. (Illinois College), formerly teacher Pikeville Jr. College, coach and science teacher succeeding W. G. Kagin, now with Investors Syndicate.

MADISONVILLE H. S.:

ORAL D. CAYWOOD, A.B. (Milliken), formerly teacher Central City high school, Kentucky, head of trade school which opened this year.

MILLERSBURG, BOURBON COUNTY H. S.:

EDDIE REYNOLDS, A.B. (Transylvania), formerly coach and science teacher at Little Rock high school, Kentucky, science teacher and athletic coach succeeding B. M. Taylor, now principal Little Rock high school.

MT. VERNON H. S.:

O. B. COFFMAN, A.B. (Kentucky), formerly assistant coach Lynch high school, mathematics teacher and coach succeeding William Landrum, still in the school.

MURRAY STATE TEACHERS COLLEGE, MURRAY:

Joseph N. Garton, B.Mus., M.Mus. (Indiana), formerly music instructor at Indiana, music instructor.

Mary Cunningham, B.S., M.A. (Peabody), formerly fellowship teacher at Peabody, art instructor.

James W. Moore, B.S. (Connecticut State), formerly physical education director Plainfield high school, Conn., and assistant football coach Connecticut State College, assistant professor of health and physical education and football coach succeeding O. D. Edmonds, now at La Porte, Indiana, high school.

L. C. Fowler, B.S. (Tennessee Polytechnic), M.A. (Kentucky), formerly at East Bank, W. Va., instructor in commerce department.

E. B. Howton, B.S. (Western Kentucky State Teachers College), M.A. (Kentucky), formerly principal New Castle high school and agriculture instructor, agriculture instructor.

Lora Frisby, B.S. (Peabody), A.M. (Columbia), formerly English teacher Lyndon Normal School, Vermont, assistant professor and Latin and English critic teacher succeeding Nadine Overall, transferred to English department.

OLIVE HILL H. S.:

C. R. Lisanby, B.S., M.A. (Kentucky), formerly high school principal Georgetown, Kentucky, principal succeeding W. Maurice Baker, now at University of Kentucky.

William T. Davis, formerly with Kentucky & W. Virginia Gas Co., trades and industries teacher.

Mary E. Adair, B.S. (Kentucky), formerly with procurement division, Washington, home economics teacher.

PADUCAH, LONE OAK H. S.:

J. C. Maddox, A.B. (Murray State Teachers College), formerly principal Milburn high school, principal succeeding Woodfin Hutson.

Delton Dodds, A.B. (Murray State Teachers College), mathematics teacher succeeding Pleasant Rudolph.

Virginia Woodall, A.B. (Murray State Teachers College), band director succeeding Yewell Harrison, now principal junior high school Fulton, Kentucky.

PIKEVILLE COLLEGE, PIKEVILLE:

R. M. Ashby, A.B. (Bowling College of Commerce), A.M. (Western Kentucky State Teachers College), formerly at Kingsport, Tennessee, head of business administration department succeeding C. A. Slocum, now teaching at Kent College.

Edgar S. Gault, A.B. (Indiana Central), A.M. (Indiana), formerly instructor Kenyon College, head of science department succeeding Virgil

Hunt, now dean of men and professor of chemistry and physics Central Normal College, Indiana.

J. K. Rash, A.B. (Penn College), A.M. (Y. M. C. A. Graduate School, Nashville), formerly at Penn College, director of athletics succeeding W. N. Cusic, now director of athletics Lynch high school.

Helen L. Richey, B.S. (Ohio Wesleyan), M.S. (Florida State College for Women), formerly teacher Florida State College for Women, head home economics department succeeding Jane Rice Hazzard.

Rev. Garrett S. Tamminga, A.B. (Denver), Th.B., Th.M. (Princeton Theol. Seminary), head of Bible department succeeding Loraine Boettner.

PINEVILLE H. S.:

J. C. Eddleman, A.B. (Transylvania), M.A. (Kentucky), formerly principal consolidated school Crittenden, Kentucky, principal succeeding D. B. Cawthorne, now insurance executive.

RACELAND H. S.:

Mabel Jones, A.B. (Kentucky), commercial teacher succeeding Mary D. Gardner, now head of department Barnesville, Ohio.

Bertha Bays, A.B. (Cotner), formerly at Grayson Normal Institute, mathematics teacher succeeding Mabel Morgan, now mathematics teacher Cold Springs high school.

RUSSELLVILLE H. S.:

Katherine Russell, B.S. (Western Teachers College), formerly home economics teacher Clay high school, home economics teacher succeeding Mrs. Lenore N. Moore, now home economics teacher Paducah, Kentucky.

Geneva Baldwin, A.B. (Western Teachers College), science and mathematics teacher succeeding J. T. Coots, doing graduate work at University of Kentucky.

Virginia Miles, A.B., A.M. (Western Teachers College), formerly Latin teacher Butler high school, Princeton, Kentucky, Latin teacher succeeding Mrs. Virginia Hall Gorrell.

Elvis Donaldson, B.S. (Western Teachers College), formerly agriculture teacher Crofton, Kentucky, physical education teacher.

SAINT FRANCES ACADEMY, OWENSBORO:

Sister Anna Louise Mattingly, M.S. (Boston College), B.A. (Loyola), formerly supervisor English Nazareth College Training School, principal succeeding Sister Mary Aimee O'Brien, now English instructor.

Sister Fabian Brady, B.A. (Nazareth), formerly English instructor, librarian succeeding Sister Georgetta Bauer, now Latin and science instructor.

Sister Mary Evaline McDonough, B.A. (Boston College), formerly English instructor, Latin and algebra instructor succeeding Sister Mary Eleanora Cushing, now sixth grade teacher, Nazareth College training school.

STURGIS H. S.:

Roy Twombly, A.B. (Western), band director and English teacher.

Royce E. Simons, B.S. (Western Teachers College), Slauthters agriculture teacher and principal, agriculture teacher.

W. A. Ross, A.B. (Georgetown), formerly principal and teacher Grove Center high school, English and algebra teacher succeeding Kate Huey.

H'Earl Evans, A.B. (Western Teachers College), formerly principal Pride high school, English teacher.

Evelyn Hammack, B.S. (Murray Teachers College), formerly English and Latin teacher Pride high school, home economics teacher.

UNION COLLEGE, BARBOURVILLE:

Ned M. Russell, A.B., A.M., Ph.D. (Kansas), formerly professor of education Huron College, professor of secondary education succeeding M. F. Seay, now director of school service University of Kentucky.

UNIVERSITY OF KENTUCKY, LEXINGTON:

Major William S. Barrett, graduate of U. S. Military Academy, formerly in U. S. Army, assistant professor of military science succeeding Major Burton L. Lucas.

Robert L. Brown, A.B. (Maryville), M.S. (Tennessee), formerly instructor at Tennessee, chemistry instructor.

James H. Bywaters, B.S. (Ohio State), M.S. (Kentucky), Ph.D. (Iowa State), formerly research fellow Iowa State, instructor in animal industry and assistant in animal husbandry, experiment station.

Frank J. Cheek, A.B. (Centre), C.E. (Rensselaer Polytechnic), S.M. (Massachusetts Tech.), formerly associate professor Kansas State, professor of sanitary engineering.

Vivian Curnutt, B.S. (Oklahoma A. & M.), A.M. (Columbia), formerly home demonstration agent Oklahoma A. & M., field agent of home economics, agriculture extension division.

J. Huntley Dupre, B.A., LL.B., M.A., Ph.D. (Ohio State), formerly junior dean, college of arts and sciences Ohio State, associate professor of history succeeding Dr. Paul H. Clyde.

Wesley Patterson Garrigus, B.S. (Connecticut State), M.S., Ph.D. (Illinois), instructor in animal industry and assistant in animal husbandry experiment station.

Sarah Gilbert Garris (Mrs.), B.S., A.M., B.S. in L.S. (Columbia), formerly librarian Nutley high school, New Jersey, assistant professor of library science succeeding Dorothy Doerr.

Robert J. Griffin, A.B. (Kentucky), M.D. (Pennsylvania), formerly practicing physician, associate professor of hygiene, assistant in dispensary.

Hollis Preston Guy, A.B. (Bowling Green College of Commerce), M.A. (Kentucky), formerly associate professor of commerce and head of depart-

ment New River State College, assistant professor of commerce succeeding Philip McGee.

William George Haag, Jr., B.S., M.S. (Kentucky), formerly graduate assistant Michigan, curator of museum of anthropology and archaeology.

Elizabeth Helton, B.S. (Berea), M.S. (Columbia), formerly assistant Berea College Hospital school of nursing, instructor in home economics.

William Searles Hodgkiss, B.S., M.S., Ph.D. (Pennsylvania State), assistant chemist experiment station.

Joseph J. Huddleston, A.B. (Kentucky), instructor in physical education.

Eugene Harvey Huffman, A.B. (Colorado), M.S. (Washington), Ph.D. (Illinois), instructor in chemistry.

Milo G. Karsner, A.B. (Kentucky), M.S. (Louisiana State), physical education instructor.

John Edwin Martin, B.S., M.S. (South Dakota State), formerly instructor South Dakota State, instructor in chemistry.

Martha Adams May, A.B. (Kentucky), critic teacher fifth grade.

A. J. Meyer, B.S.M.E. (University of Delft, Amsterdam, Holland), formerly consulting engineer Wright Aeronautical Corp., professor of aeronautical and mechanical engineering.

Mary King Montgomery, B.S. (Kentucky), physical education instructor.

Henry B. Moore, B.S. (Kentucky), M.Bus.Adm. (Harvard), formerly assistant chief marketing research division department of commerce, associate professor of economics.

Major Eugene E. Morrow, A.B. (Missouri), formerly in U. S. Army, assistant professor of military science.

Vivien Marie Palmer, Ph.B., Ph.D. (Chicago), A.M. (Columbia), formerly associate professor of sociology Texas State College for Women, assistant professor of sociology succeeding Dorothy Dawson.

Paul M. Phillippe, B.S. (Virginia Polytechnic), M.S. (Iowa State), instructor in agronomy, experiment station.

Arthur T. Ringrose, B.S., Ph.D. (Cornell), formerly instructor Cornell, instructor in poultry husbandry.

Lieuen Moss Rogers, M.D. (Texas), formerly practicing physician, consultant in mental hygiene.

H. Jean Sandell, B.S., M.S. (Iowa State), instructor in home economics.

Maurice F. Seay, A.B., M.A. (Transylvania), formerly chief of training division T. V. A., professor of education administration and director of bureau of school service succeeding Leo M. Chamberlain.

Max M. Tharp, B.S. (Iowa), assistant in farm management, experiment station.

Lee Hill Townsend, B.S., M.S., Ph.D. (Virginia), formerly assistant in entomology at Illinois, instructor in agricultural entomology, experiment station.

JOHN HARMS UBBEN, A.B. (Central), M.A. (Kentucky), formerly graduate assistant at Kentucky, instructor in German.

WILLEM VAN DEWALL, (Royal Conservatory, The Hague, Holland), formerly lecturer Teachers College, Columbia, professor of musical education.

SEYMOUR DAY VESTERMARK, B.S. (Coe), M.D. (Iowa), formerly assistant at Colorado, consultant in mental hygiene.

MARGARET ESTHER WARREN, A.B. (Kentucky), formerly instructor Morehead State Teachers College summer session, instructor in physical education.

MARTIN EDWARD WEEKS, B.S. (South Dakota State), Ph.D. (Wisconsin), assistant in soils, department of agronomy, experiment station.

PERRY WEST, B.M.E., M.E. (Kentucky), formerly consulting engineer Newark, New Jersey, professor of steam and power engineering.

NOEL L. WATSON, B.S. (Kentucky), formerly teacher Ruddles Mills high school, field agent, experiment station.

BERNARD J. ERRINGTON, D.V.M., Ph.D. (Cornell), formerly instructor in surgery Cornell, pathologist, department of animal pathology, experiment station.

MARGARET MORTON, B.A. (Kentucky), seed analyst, experiment station.

ERNEST J. NESIUS, B.S., M.S. (Purdue), assistant in farm management, experiment station.

DORSEY W. BRUNER, B.S. (Albright), Ph.D., D.V.M. (Cornell), formerly instructor bacteriology Cornell, assistant bacteriologist, department of animal pathology, experiment station.

CARL M. CLARK, B.S., M.S. (Oklahoma A. & M.), formerly associate professor Alabama Polytechnic, assistant in marketing, experiment station.

LESLIE BETZ, B.S. (Kentucky), critic and commerce teacher.

FANNIE MILLER (MRS.), A.B., A.M. (Kentucky), instructor in speech and dramatics University training school.

JAMES F. ALLEN, A.B. (Berea), M.A. (Kentucky), formerly teacher Stinnett high school, instructor in chemistry.

RHEA BEARD, B.S., M.A. (Ohio State), critic teacher University training school.

W. R. TABB, B.S. (Western State Teachers' College), instructor in agriculture education.

FLORENCE PHILLIPS, B.A. (McGill), technician department animal pathology, experiment station.

J. J. ROSENBERG, B.S. (Kentucky), formerly vocational agriculture teacher, microscopist, experiment station.

HENRY J. FOX, B.A., LL.B., S.J.D. (Wisconsin), LL.M. (Harvard), formerly faculty assistant at Wisconsin, instructor in law.

LELA MASON, B.S., M.A. (Kentucky), critic teacher of music, university high school.

UNIVERSITY OF LOUISVILLE, LOUISVILLE:

THOMAS JACKSON, B.S., M.D. (Emory), associate professor of psychiatry.

JOSEPH E. HAMILTON, B.A. (Wooster), M.D. (Harvard), assistant professor of surgery.

OSCAR E. BLOCH, JR., B.A. (Princeton), M.D. (Pennsylvania), associate, department of pathology.

VICTOR A. BADERTSCHER, B.S. (Heidelberg), M.D. (Western Reserve), assistant in surgery.

MELVIN BERNHARD, B.S., M.D. (Louisville), assistant in surgery.

JEROME K. MERLIS, B.S., M.D. (Louisville), assistant in physiology.

HENRY G. SAAM, JR., M.D. (Louisville), clinical instructor in surgery.

LAMAN A. GRAY, A.B. (Arkansas), M.D. (Johns Hopkins), instructor in gynecology and obstetrics.

DAVID S. TRAUB, M.D. (Louisville), D.M.B. (Nat'l Board of Medical Examiners), clinical assistant in medicine.

AUSTIN BLOCH, B.S. (Virginia Military Institute), M.D. (Harvard), clinical assistant in medicine.

E. E. LANDIS, A.B. (N. Central), M.D. (Northwestern School of Medicine), instructor in psychiatry.

MARVIN LUCAS, B.S., M.D. (Louisville), clinical assistant in proctology.

F. KEITH BRADFORD, A.B. (Randolph-Macon), M.D. (Medical College of Virginia), clinical instructor in surgery.

SIMON G. HANSON, B.S., M.S. (Vermont), M.A. (Harvard), instructor in economics and commerce.

MARY WOOLRIDGE (MRS.), B.S. (Kentucky), lecturer in home economics.

JUSTUS BIER, formerly director of Kaestner Gesellschaft, Hanover, assistant professor and acting head of art department.

NOBLE HENRY KELLY, B.A., M.A., Ph.D. (Iowa), assistant professor of psychology.

JOHN O. FAUREST, B.A. (Centre), D.D.S. (Louisville), instructor in oral surgery.

KENNETH R. PFIEFFER, D.D.S. (Louisville), instructor in prosthesis.

PAUL J. ROOFE, instructor in oral hygiene.

LEE L. AMIDON, B.S.M.E. (Minnesota), M.S.M.E. (W. Virginia), assistant professor in mechanical engineering.

HELEN BOSWELL, B.S. (Louisville), instructor in public school music.

GRANT GRAVES, teacher of piano.

VERSAILLES H. S.:

MARTIN SWEETS, A.B. (Centre), formerly Buckhorn high school teacher, science teacher.

J. R. Binford, A.B. (Kentucky), formerly high school principal Versailles, superintendent of school succeeding Paul L. Garrett, now president of Western Kentucky State Teachers College.

George Yates, A.B. (Kentucky), formerly high school teacher and coach Versailles, principal and coach succeeding J. R. Binford, now superintendent of Versailles city schools.

Elizabeth Jesse, A.B. (Transylvania), formerly high school librarian Dry Ridge, Kentucky, librarian.

WILLIAMSTOWN H. S.:

Gladys Parrish, A.B. (Transylvania), formerly teacher Madison County, Kentucky, high school teacher succeeding Ernest J. Crutcher, now social science teacher.